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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

A STUDY OF THE JUNIOR HIGH SCHOOL WITH SUGGESTIONS
FOR ITS ORGANIZATION AND ADMINISTRATION IN THE CITY
OF QUINCY

Submitted by

Winthrop Lambert Webb

(A.B., Colby, 1917)

In partial fulfilment of requirements for

the degree of Master of Arts

no p. 21

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A Study of the Junior High School with Suggestions for its Organization and Administration in the City of Quincy

I Definition and Distinction of Terms

1. Distinguishing Features
2. The 8 - 4 Plan
3. The 6 - 6 Plan
4. The 6 - 3 - 3 Plan
5. The 6 - 4 - 4 Plan

II History of the Junior High School Idea

1. Secondary Period in U.S.
2. European Tendencies
3. Development of the 6 - 3 - 3 Idea

III Aim and Objectives of the Junior High School

1. To encourage pupils to complete a high school course
2. To enable young people to take up their vocation at an earlier age
3. To insure a democratic school system by offering training of particular kinds to those who need it.
4. To provide for the early adolescent age and its changes.

IV A. Arguments for the Junior High School

1. Greater freedom in choice of work
2. Departmentalization
3. Promotion by subject
4. Earlier introduction of subjects
5. Better social adjustment
6. Special classes
7. Makes public education from grades 1 through 12 continuous

B. Objections to Junior High School

1. Expense
2. Two breaks instead of one
3. Frills in education

V A. Quincy as a Community

1. Location
2. Geography
3. Industries
4. People

B. Reasons for recommendation of a Junior High School

1. Overcrowding in the grades
2. Overcrowding in the High School
3. Application of pedagogic arguments to Quincy situation

A report of the Senior High School of the Department of Education, and Administration in the City of Chicago

I. Definition and Objectives of the Study

1. Historical Background
2. The Study - a Plan
3. The Study - a Plan
4. The Study - a Plan
5. The Study - a Plan
6. The Study - a Plan

II. History of the Senior High School

1. Development of the Senior High School
2. Development of the Senior High School
3. Development of the Senior High School

III. The Objectives of the Senior High School

1. To provide a high school course
2. To provide a high school course
3. To provide a high school course
4. To provide a high school course
5. To provide a high school course
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IV. The Objectives of the Senior High School

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V. The Objectives of the Senior High School

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VI. The Objectives of the Senior High School

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- C. Sociological and Education Study of 700 9th Grade Pupils
1. Economic survey of pupils out-of-school time
 2. Subject choices for one academic year under 8 - 4 plan
 3. Cross section survey of working permits, reasons, and results
 4. Otis Group Intelligence Scale results
 5. Comparison of Elementary grades, Freshmen Grades and IQ
 6. Comparison of I.Q. with deficiency evidences.

VI Application of Foregoing to Organization and Administration

1. School day
2. Schedule
3. Curricula
4. Credits
5. Departmentalization
6. Teaching force
7. Teacher training

VII The Program

1. Subjects to be offered
2. Constants with variables
3. Time allotments

VIII Extra Curricular Activities

1. Student Participation
2. Athletics
3. Clubs

IX A System of Guidance

- A. The Composite Character of this Function
 1. Enumeration of the general ways in which vocational guidance may be successfully given to the individual pupil
 2. The chief counselor
 3. Building counselors
 4. Occupational courses
 5. Literature and information concerning the various aspects and details of 50--60 occupations
 6. Curricula try-out courses
 7. Visits to factories, industries, etc.
 8. Talks by experts from leading professions and occupations.
 9. Bulletins, pictures, moving pictures, etc.
 10. Parent teacher meetings
 11. Placement bureau activities for pupils' after-school-work.
 12. The giving of information concerning evening schools, extension courses and correspondence study to boys and girls who have definitely decided to leave school.

X Conclusion

1. Biological and chemical analysis of the water
2. Physical analysis of the water
3. Microbiological analysis of the water
4. Chemical analysis of the water
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IX. Summary of findings

1. The water is of good quality
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Statement of the Problem

Quincy, like many cities the country over has been conducting a four year high school on a two-platoon basis with school in session from 8.15 A.M. to 4.45 P.M. Failures, dissatisfaction and a gradual realization of the advantages of the 6-3-3 plan have brought the Junior High School problem to the city and school authorities. At present the first year high school class (700 in number) are being housed (but not schooled) with 200 pupils from the eighth grades of 3 elementary schools which are the most overcrowded in a separate building. It is in reality a "central ninth" under the old 8-4 plan, carrying on the identical 8-4 plan, carrying on the identical 8-4 courses of study in the same old way.

As a cog in the system the author of this dissertation has tried to put down the essential historical facts, point out the advantages of the Junior High School and then establish the following working plan for the organization and administration of the Junior High Schools to be established in Quincy.

Statement of the Property

What is meant by the term Junior High School? We hear it acclaimed on many sides as the most progressive step in American educational history. In a few cases we hear it roundly condemned and brushed aside with the phrase, "nothing but a housing proposition". True it is, that many schools have been given the designation - Junior High School - which have no right to claim it. Probably a large part of the intelligent criticism of this latest school unit comes from the observation of one of these semi-organized groups of pupils ranging through every conceivable combination of grades from six through ten.

From several recognized sources today we have clear and comprehensive statements of the true characteristics of a real Junior High School.

Four outstanding features distinguish it from the commonly known elementary or high school grades.

1. The grouping of pupils of the last two grades of the elementary school (seven and eight) with the first year pupils of the high school (ninth) in a separate building.¹

2. The adoption in these grades (7,8,9) of differentiated courses of study in place of the unit curriculum that has always characterized elementary schools.²

¹ Davis, C.O. "Junior High School Education" Pages 13,14

² Jones, A.P. "The J.H.S. and its Place in the Reorganization of Secondary Education". School Review Feb. 1918 Pages 110-115

² Douglass, A.A. "The Junior High School". Pages 14,16

that is meant by the term Junior High School. It is not
exclusively on any side as the most progressive view is American
educational history. In a few cases we have it formerly considered
and studied with the phrase, "nothing but a Junior High
School". This is, that some schools have been given the term
Junior High School - which have no right to claim it.
Probably a large part of the history and evolution of this school
will come from the observation of one of these schools.
During groups of people working through every condition of
division of studies from this school.

Now several schools and groups today we have after and
consequently at present of the time of the study of a school
Junior High School.

Now extending features throughout is the country
known of history to high school studies.
1. The evolution of writing of the first two grades of the
elementary school (seven and eight) with the first year study
of the high school (which is a separate building).
2. The addition in these grades (7, 8, 9) of differentiated
courses of study in place of the unit curriculum that has been
characterized elementary schools.

Davis, E. A. "Junior High School Education" 1914, 1915
Jones, A. W. "The J. H. S. and its place in the reorganization
of Secondary Education." School Review Nov. 1915
Jones 119-125
Sengstack, A. A. "The Junior High School." Review 14, 15

3. The adoption in these grades of the departmental plan of instruction wherein a teacher is more of a specialist in few subjects.³

4. The adoption of certain school policies in administration and teaching to the end that such interests of the "near-child" and "near adolescent" as exploration of individual abilities, guidance and training in social responsibilities may be more intelligently dealt with and fostered.⁴

When we consider the tremendous increase in secondary school enrollment during the last 15 years it is not surprising that a reorganization of the grades should have made its appearance. As late as 1910 many towns and cities still had the old system of sub-primary or kindergarten, school units.⁵ The author of this thesis was brought up in a typical system which boasted a one year course in kindergarten, (2 years if the 4 or 5 year old child did not seem to "catch on") 3 in the Primary, 3 in the Intermediate, 3 in the Grammar and four in the High School. At the end of the second primary grade and again at the end of the eighth grammar grade, however, he was hustled over the barriers of promotion and transplanted two full grades ahead at once! Probably to prevent old age overtaking him before his public education was completed. Many localities today retain the old 8 - 4 plan of 8 years elementary work and 4 years in the high school.⁶

³ Briggs, T.H. "Composite Definition of the Junior High School".
Educational Administration and Supervision. Vol. 6 P.181

³ Massachusetts Junior High School Manual. Page 7

⁴ Snedden, David - "Reorganization of Education for Children of 12 to 14"
Educational Administration and Supervision Vol.2-P.413

⁵ Weet, H.S. "Rochester Junior High Schools-First Steps in the 6-3-3"
Educational Administration and Supervision Vol.2-Page 413

⁶ Englis, A. "Principles of Secondary Education" Chap.7 Pages 291-298

⁶ Briggs, T.H. "The Junior High School" Chap. 2 Pages 29-33

The so-called 6-6 plan represents the attempts of reformers to put all instruction between the grades of 6 and 12 under one organization in order to better prepare for college. Notable to-day is the Boston Latin School where boys intending to pursue the classical studies are given six consecutive years of secondary classical training. In communities where the aggregate enrollment in grades 7-12 is from 150 to 500 pupils a six-year junior-senior high school has been found efficient under one principal and faculty. A further argument for the 6-6 plan is that it will remove any possible break which might occur at any point during the period of secondary education. The disadvantage seems to be that in such schools the old 8-4 idea is often too distinctly preserved with grades 7 and 8 mere housing adjuncts.⁶ The 6-3-3 plan is regarded as the contribution of the best thinking along educational lines since 1910, and is the favorite Junior High School ideal. Its history has been characterized by remarkable increase in numbers and popularity. Of its development more will be said in a later part of this thesis, but the following may be regarded as the various periods of allotment for the respective mental processes as designated:

Grades 1-6 Habit formation: Grades 7-8 Exploration of pupils talents, capabilities and likes; Grade 9 Readjustment and "carry on" process from results of Grade 7 and 8 testing process; Grades 10-11-12 - Intensification of group program of work as determined and suggested in grades 7, 8 and 9.⁷

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- ⁶ Glass, J.M.- "Recent Developments in the Junior High School Field"
Junior High School Practices - Laidlaw Bros. N.Y. P.17
- ⁷ Mass. Junior High School Manual - Page 13
- ⁶ Inglis - "Principles of Secondary Education" Pages 375-383
Cardinal Principles of Secondary Education 1918 Bul.#35
National Education Association

Another development ought to have brief mention here. There is a tendency today toward an ultimate junior high school of 4 grades instead of 3. According to this idea, which already exists in practice in California (Pasadena) and Minneapolis, the ultimate organization of education at public expense will be 6-4-4-4.⁸ This will provide six years of elementary schooling, 4 years in the junior high, four years in the junior college (which will comprise the last 2 years of the present high school and the first 2 years of college) and four years of university training.

The distribution of grades would be as follows:

<u>Elementary</u>	<u>Junior High School</u>	<u>Junior College</u>	<u>University</u>
1 - 6	7 - 10	11 - 14	15 - 18

First, it is claimed that 3 years is not enough in the Junior High School to develop institutional loyalties and qualities of morale.⁹

Second, the present senior high school is made up of 50% of near-children and 50% of near-adult. The present grades of 9 and 10 belong with grades 7 and 8 in a separate building, and under such policies as the Junior High School offers.⁹

Third, the present college Freshmen and Sophmores belong with the Junior and Senior classes in our senior high schools, the same division being claimed justifiable on physiological, phychological and pedagogical bases. Fourth, professional training in many fields such as law, medecine, science and education demands four years.⁹

⁸ Glass, J.M. "Some Recent Developments in the Junior High School Field" Junior High School Practises Page 15

⁹ Inglis, A. "Principles of Secondary Education" Pages 310-312

To our fathers and mothers the private academy which taught the present high school classical subjects represented the exceptional educational opportunity, and was of a higher degree than the average family could afford. The early academy existed for one purpose - to prepare for college.¹⁰ Later many originated for pupils who did not intend to enter college. Today it has become the "preparatory" school, and in some cases, a college itself. Public high schools began with the Boston Latin School in 1635.¹¹ Since that date we have had 3 periods:

1. Latin Grammar Period - covering the Colonial period¹²
2. Academy Period - approximately 1750-1850¹²
3. Public High School Period - 1850-to the present.¹³

In European countries we notice many differing tendencies in secondary education. For example- A. Germany, characterized by (1.) Highly centralized controlled and State - prescribed procedure. (2.) A three-fold system of public schools founded on classes of society. (3.) Absence of co-education. (4.) Different curricula for boys and girls (5.) Inflexibility.¹³

However, Germany had "differentiated" education in much earlier grades and many years before the Junior High School movement started in United States. B. France, characterized by (1.) More highly centralized control than Germany (2.) Three parallel systems of education based on social and economic classes (3.) Fees for the higher grades (4.) Some flexibility of curricula.¹³

¹⁰ Inglis, A. "Principles of Secondary Education" Pages 161, 163, 190, 194

¹¹ " " "Rise of the High School in Mass." Chap. II and III

¹² Small, W.H. "The New England Grammar School" School Review - Vol.X
Pages 513-532 (1635-1700)

¹² Small, W.H. "The New England Grammar School 1700-1800" School Review
Vol.XIV Pages 42-56

¹³ Inglis, A. "Principles of Secondary Education" Chap. 6 Pages 227-
Pages 237-8-9

One of the leading French features which finds its counterpart in the American Junior High School is the extensive vocational program in the upper grades.

C. England, characterized by (1.) Local control. (2.) Private schools, semi-private and semi-public features. (3.) Lack of articulation (4.) Rigid examination system (5.) Tuition (6.) Social distinctions.¹⁴

Perhaps the features which might well be copied to a larger extent in United States, and possibly may have already had an influence on the development of secondary education are (1.) The very healthful and extensive out-of-door life and activities. "Sport for sports sake" and not to win is best exemplified in English athletics. (2.) The exceptionally intimate and friendly relation between teachers and pupils, possibly accounted for in part in the higher grades because instructors are often domiciled with, or in close proximity to their students.¹⁵

To President Eliot of Harvard has been attributed the first suggestion of educational reform which has ultimately brought us to the present 6-3-3 plan. This was in 1888 in a speech before the National Education Association, wherein President Elliot appealed for a "saving of time" in public school education in order to better prepare for college.¹⁶

¹⁴ Inglis, A "Principles of Secondary Education" Pages 257 and 258
¹⁵ " " Reference quoted pages 247 Note. The "public schools" of England are endowed. "Board Schools" of England applies to those under school boards but are not "boarding schools" as are most of the "public schools". "Preparatory schools" prepare for the "public schools" and not for college as in United States.

¹⁶ Davis, C.O. "Junior High School Education" Pages 16, 17

In 1892 the National Education Association appointed the famous Committee of Ten to study secondary programs and requirements for admission to college. The next year this Committee declared for some sweeping reforms. Among others were (1) Introduction of all principal secondary school subjects in grades below the 9th (2) The reduction of the elementary period from 8 to 6 years (3) Absolute lack of difference in manner of instruction to different classes of pupils (4) Complete absence of electives allowed in the curriculum.¹⁹

In 1895 the so called Committee of 15 reported to the Department of Superintendence recommending (1) Manual and household arts curriculum (2) Introduction of algebra in Grades 7 and 8 (3) Introduction of Latin in Grade 8 (4) Departmentalization (5) More flexibility of promotion, and (6) Opposed the reduction of the time allotment in the elementary school from 8 to 6 years as had been urged by the Committee of 10.¹⁸

In 1899 the Committee on College Requirements recommended that all instruction in grades 7 and 8 be supervised by high school teachers

From 1890 to 1910 the work of several new committees in this country, European influences noted previously, efforts to place all instruction from grade 6 through 12 under one unit of control, and the attempt of a few cities to offer different curricula were the principal developments.¹⁹

¹⁹ Report of the Committee of Ten - Page 3, 14, 17, 45, 51, etc.

¹⁸ Davis, C.O. "Junior High School Education Page 19, 20, 22

¹⁷ Report of the Committee of Fifteen - Pages 15, 87, 95, 97

¹⁶ Bagley, W.C. "The 6-6 Plan" - School and Home Education Vol. 34 Page 3

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Since 1910 the Junior High School idea of 6-3-3 has definitely emerged with many variations as before designated. Its distinguishing characteristics have been stated, and will be discussed together with its aims and objectives in another part of this thesis as applied to the city for which we are to prescribe.²²

Numerically, the Junior High School has shown great increases. Before 1900 there were only 2, in 1917 Briggs accounted for 272, Rorem claimed 354, the United States Bureau of Education 557. In 1923 the Bureau of Education estimated the number as high as 2000.²³

In July 1924 a questionnaire revealed the following figures: (1) Of 68 cities of over 100,000 population 51 were operating or planning a 6-3-3 system. (2) Of 32 cities of over 70,000 and under 100,000, 23 had adopted the 6-3-3 plan.²⁴

A similar tendency though not on so large a scale is noted in many rural communities.

The real reason for the development of the Junior High School is dissatisfaction with the old 8-4 plan of secondary organization. The principal adverse criticisms are these:

(1) The grades 7, 8, and 9 (usually composed of pupils from 12 to 15 years of age) demand special policies and treatment in administration and teaching not possible to the near-adults of grades 10, 11 and 12.²⁵

²² Davis, C.O. "Junior High School Education" Pages 22, 23, 27

²³ Briggs, T.H. "The Junior High School" Pages 32-

²⁴ Glass, J.M. "Recent Developments in the Junior High School Field" Junior High School Practices - Pages 12, 13

²⁵ Snedden, David "Character and Extent of Desirable Flexibility as to Courses of Instruction and Training for Youths 12-14" National Education Association Proceedings 1911 Pages 600-

²⁵ Davis, C.O. "Junior High School Education" Pages 52, 58, 59

Since 1910 the number of school years of study has been
expected with many variations in duration. The number of
years of instruction have been varied, and will be varied in the
future. The number of years of instruction in the future will be
fixed at the rate for which we are in practice.

Historically, the number of years of instruction has been
fixed at 12 years only, in 1910. It was expected for 12
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fixed at 12 years only.

(2.) We have offered universal education, but have not offered equality of opportunity for each boy or girl to develop his or her abilities.¹⁶

(3.) Too many pupils have failed to complete a high school course, i.e., pupil mortality has been too great. Statistics show that of the pupils enrolled in grade 6, 40% fail to complete grade 8; of the pupils who complete grade 8 23% fail to complete grade 9; and of the graduates of grade 8 59% fail to complete grade 10. It has been proven that this mortality of pupils has not been caused by family economic want in any large degree.¹⁷

(4.) There has come a great urge to introduce certain high school subjects into grades 7 and 8. The object is to hasten the age of college, professional and technical study, thereby enabling young people to become self-supporting at an earlier age.¹⁸

In support of the Junior High School argument to reduce pupil mortality the 3 following instances are cited:

(a) In Berkeley, California, of the last 7 classes to graduate from grade 8 under the 8-4 plan 40% averaged to enter grade 9; of the first 6 classes to finish grade 8 after the 6-3-3 plan was introduced 66% averaged to enter grade 9.

(b) In Evansville, Ind. for the last 5 semesters before the 6-3-3 plan was introduced, the entrants to grade 9 ranged between 52 and 59% of those who graduated from grade 8. For the first 5 semesters after the 6-3-3 plan was introduced, the entrants to grade 9 ranged from 59 to 84% of those who finished grade 8.

¹⁶Davis, C.O. "Junior High School Education" Chap. 6 Pages 88, 95, 97, 99, 100, 101, 102

¹⁷Douglass, A.A. "The Junior High School" Pages 44-50 130 -

¹⁸Briggs, T.H. "The Junior High School" Pages 162, 163

(2.) We have offered university education, but have not offered opportunity of opportunity for each boy or girl to develop his or her abilities.

(3.) Too many pupils have failed to complete a high school course, i.e., pupils who have been too great. Statistics show that of the pupils who failed in grade 9, 40% fail to complete grade 10; of the pupils who complete grade 9, 55% fail to complete grade 10; and of the graduates of grade 9, 65% fail to complete grade 10. It has been proven that this mortality of pupils has not been caused by family economic want in any large degree.

(4.) There has been a great drop in attendance during the school months into grades 7 and 8. The object is to transfer the use of college, professional and technical study, thereby enabling them to be to become self-supporting at an earlier age. In support of the Junior High School movement to remove pupils from the 3 following reasons are cited:

(a) In Berkeley, California, at the last 7 classes to transfer from grade 8 under the 6-4 plan 40% averaged to enter grade 9; of the first 5 classes to finish grade 8 after the 6-4-2 plan was changed 55% averaged to enter grade 9.

(b) In Evanston, Ill. for the last 5 semesters before the 6-4-2 plan was introduced, the entrance to grade 9 ranged between 35 and 50% of those who graduated from grade 8. For the first 5 semesters after the 6-4-2 plan was introduced, the entrance to grade 9 ranged

from 55 to 64% of those who finished grade 8.
Berkeley, Cal. Junior High School Enrollment Chart, 5 years 1919-24
1919 100, 101 102
1920 100, 101 102
1921 100, 101 102
1922 100, 101 102
1923 100, 101 102
1924 100, 101 102

(c) In Rochester N.Y. the year before the 6-3-3 plan was introduced, 51% of the graduates of grade 8 entered grade 9: for the first year following, 94.5% of the grade 8 class entered grade 9.

It may be well at this point to summarize the principal advantages generally agreed upon and claimed by the supporters of the 6-3-3 plan.

1. A greater freedom in the choice of work allows the aptitudes and abilities of pupils to be more easily discovered and provided for in the curriculum. ²⁹

2. Departmentalization of instruction and courses results in bridging the gap between elementary units and high school groups. By this is meant, the transition from grade 9 to 10 is much easier with the pupil accustomed to several teachers, moving about for different recitations, etc. ²⁹

3. Promotion by subject semi-annually insures greater flexibility of organization details such as program making. ²⁹

4. Much earlier introduction of subjects previously taught only above grade 8 is possible. ³⁰

5. A better social consciousness and adjustment is possible where school life, loyalties and pupil activity may be developed. ³⁰

6. Special classes for the retarded and accelerant pupil can be more easily provided. ³⁰

7. The Junior High School lowers pupil mortality and prolongs the school career by making education from grades 1 through 12 a more interlocking and continuous process. ³⁰

²⁹ Briggs, T.H. "The Junior High School" Chap. I Pages 1-10
 Chap. III Pages 65-93
 Chap. IV Pages 127-130

³⁰ Davis, C.O. "Junior High School Education" Page 66 on

The principal objections raised to the Junior High School idea come from 3 sources.

(1) The expense of new buildings with many of the expensive features for curricula and extra-curricula activities strikes terror to the tax payer. He can not see why another annex to the old 4 year high school building, the platoon system, (if possible) or some such idea as is carried on in Gary whereby building capacities are doubled, can not be applied in his home town. The increased high school enrollment of the last 10 years has made new high school buildings necessary, and the added cost of new Junior High School accommodations with many of the same fixtures is a staggering proposition to many none too wealthy communities. ³¹

(2) Ultra-conservative education argue that instead of bridging the gap between grades 8 and 9 we shall create two gaps, at the end of grade 6 and 9 respectively, thereby creating 2 chances for the pupil to leave school where before there was only one. There is logic and truth in this argument wherever proper instruction, curricula and "carry over" activities and interests are not practised and uncultured. ³¹

(3) Another objection comes from that class of people who frown on anything new, and call the 6-3-3 plan a frill, a fine example of "soft pedagogy" and a catering to the child's wants instead of teaching him to work hard and behave himself in silence to any command. They point to the product of the "little red schoolhouse" and the result of the 3 R's as good examples of what bare, simple instruction can accomplish. To the degree that education should teach pupils how to work hard, even under adverse conditions sometimes, there is logic in their last argument. ³¹

Coming now to the community for which we are to prescribe, a few facts of a physical character are essential to later discussion. Quincy is located directly south of, and adjoins Boston. Naturally, the city is considerable of a residential suburb for a daily Boston-going population. It is not wholly that, however, since its area of 16 square miles contains many small industries besides extensive granite quarries and the famous Fore River Shipyards.

The central portions of the city are peopled largely with American families. Near Boston, in the Quarry section and around the Shipyards is found a more cosmopolitan population with many Italians, Swedes, Finns, etc.

In all, there are 60,000 people in the city (1925) representing a gain of 13,000 since 1920.³² War industries helped bring the figures from 30,000 in 1910 to 47,000 in 1920. Accessions since 1920 have been of a slightly more elevated type. To sum up, the population is of the average middle class with no real or false aristocracy, and a not over-burdensome distinctly foreign element.

The following table shows the growth of the school population in the last 10 years.³³

School Year	Boys	Girls	Total
1916	3870	3723	7593
1917	3957	3825	7782
1918	3951	3857	7808
1919	4130	4136	8266
1920	4388	4368	8756
1921	4671	4585	9256
1922	4948	4808	9756
1923	5269	5143	10412
1924	5541	5446	10987
1925	5601	5620	11256

³²State Census 1925

³³Superintendent's Reports of those years

Turning now to the enrollments in the high school grades, we find that the enrollment in 1918 was 1100: in 1919, 1112: in 1920, 1224: in 1921, 1385: in 1923, 1753 and in 1925, 1957.³⁵

Several reasons explain these increases. More people are completing the high school course than was the case five years ago. It has become the peoples' university. Lessons during and since the war have proven the necessity of education in larger amounts and of higher degree. The last five years with slackened war industries in Quincy, many more have come to the high school who might not have continued in school if jobs had been plentiful at war time scales. Lastly, the high school is receiving additions twice a year now instead of once as formerly.

There is less retardation in the grades and less tendency to leave school at the end of the elementary period. Consequently, more pupils are finding their way into high school.

During the period since 1915 there has been an increase of 4186 pupils in the enrollment of Quincy schools. This an average of 410 pupils per year, or enough to fill 10 rooms per year.³⁶

From 1915 to 1920 the annual average was 145 pupils - enough to fill 4 rooms per year, but from 1920 to 1925 the annual average increase has been 273 - or enough to fill 7 additional rooms per year. Obviously, the housing proposition is serious with no new buildings constructed since 1916 and portables in use in connection with all the elementary buildings.³⁶

³⁵ High School Principal's Reports for those years
³⁶ School Reports - City of Quincy 1915-1925
 City Clerk's Records, City of Quincy 1915-1925

Turning now to the enrollment in the high school system, we

find that the enrollment in 1910 was 1100; in 1919, 1110; in 1927,

1201; in 1931, 1203; in 1933, 1205; and in 1935, 1207.

Several reasons explain these figures. First, the school

system has been expanding since the war. The high school

has been the subject of much discussion. The school system

has been shown the necessity of expansion to better equip it

for the future. The last five years have shown a marked

increase in the number of students in the high school who

are in school. It has been shown that the high school

system is the best way to prepare students for the

future of the country.

There is some indication in the figures that the tendency

to leave school at the end of the elementary period. Consequently,

more pupils are finding their way into the high school.

During the period 1910-1935 there has been an increase of

about 10% in the enrollment of the high school. This is an average of

the pupils per year, or about 10% per year.

From 1910 to 1935 the annual average was 10% per year.

From 1910 to 1935 the annual average was 10% per year.

From 1910 to 1935 the annual average was 10% per year.

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From 1910 to 1935 the annual average was 10% per year.

High School Enrollment Figures for those years
School System - City of Chicago - 1910-1935
City of Chicago, Office of Census 1910-1935

In 1910 the elementary school enrollment was 5435 - in 1925 it is 9202. A summary of growth in the northern, central, south-western and western parts of the city separately follows:- ³⁷

Northern	1910	1925
	Quincy	Foregoing Schools
	Mass. Fields	Parker
	Wollaston	Squantum
	1426 Pupils	Montclair
		3037 Pupils
	Increase 1611	
Center	Coddington	Foregoing Schools
	Cranch	Atherton Hough
	994 Pupils	Adams Shore
		1671 Pupils
	Increase 667	
Southwest	Washington	Foregoing Schools
	522 Pupils	Government
		Webster
		1798 Pupils
	Increase 1276	
West	Lincoln	Foregoing Schools
	Hancock	2696 Pupils
	Adams	
	Willard	
	Gridley Bryant	
	2493 Pupils	
	Increase 203	

Those physical facts, together with the advantages to be gained in the various ways already designated would seem to clinch the argument for the adoption of the Junior High School plan in Quincy.

The solution to the lack of physical accommodations will be the conversion of the old high school building into the first and central of a series of 4 Junior High Schools, the erection of 2 new buildings and the building of an annex to one of the grade buildings. A sketch of the city's layout and the relative location of these 4 buildings in relation to the various sections of the city, present elementary schools and senior high school is presented herewith.-

These physical facts, together with the advantages to be gained in the various ways already designated would seem to clinch the argument for the adoption of the Junior High School plan in Quincy.

The solution to the problem of physical appearance will be

the conversion of the old high school building into the first

and second of a series of buildings to be erected in the vicinity of

the new buildings and the building of a new school for the

city. A plan of the site is attached and the relative

position of these buildings is indicated in the sketch attached to

the plan. The new elementary school will be for high school

purpose.

These buildings, however, together with the advantages to be

obtained in the various ways already mentioned will seem to

justify the argument for the erection of the Junior High School

in the city.

BOSTON

DORCHESTER BAY

NEPONSET

Quincy

Squantum

Park

N.J.H.

Montclair

G.B.

Mass. Fields

Wall

Willard

Lincoln

Hancock

Cranch

C.J.H.

Codd S.H.S.

S.J.H.

Webster

Adams

Wash.

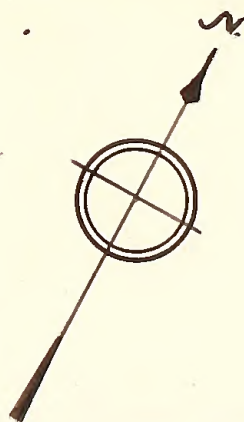
Govt.

A.H.

S.W.H.

MAP OF
QUINCY

SCALE
1000 0 1000 2000 3000 4000



MILTON

BRAINTREE

WEYMOUTH

BOSTON

MILTON



In order to determine organizational and administrative details I submitted the following questionnaire to approximately 400 September 1925 high school Freshmen with a view to finding out something of their academic, non-academic and out-of-school interests.

To the Pupil:

I am making a private study of all 9th grade pupils in the city. Will you be kind enough to fill out answers to the following questions? All answers and data will be treated confidentially.

Winthrop L. Webb

Name (last name first) --

Age (in years and months) --

Elementary School --

1. What course are you taking?

2. What subject do you like best?

3. " " " " " least?

4. " " " " " find easiest?

5. " " " " " hardest?

6. What do you plan to do after leaving school?

7. How much longer do you expect to attend public schools?

8. Do you work outside of school hours?

If so, at what?

Is it necessary?

9. If not working outside of school hours, how did you spend your leisure time last

Monday -

Tuesday -

Wednesday -

In order to determine organizational and administrative details
I submitted the following questionnaire to respondents and their
answers 1998 High School students with a view to finding out some
ideas of their academic, non-academic and out-of-school interests.
To the reader:

I am making a project study of all the above topics in the
field. Will you be kind enough to fill out answers to the following
questions. All answers and data will be treated confidentially.

Winthrop I, 1998

1. How long have you lived in this town? --
2. How long have you lived in this school? --
3. How long have you lived in this country? --
4. How long have you lived in this school? --
5. How long have you lived in this country? --
6. How long have you lived in this school? --
7. How long have you lived in this country? --
8. How long have you lived in this school? --
9. How long have you lived in this country? --
10. How long have you lived in this school? --

11. How long have you lived in this school? --

12. How long have you lived in this school? --

13. How long have you lived in this school? --

14. How long have you lived in this school? --

Thursday -

Friday -

10. Name 3 occupations in which you are interested.

Following are the results among 196 girls:

Age distribution:

12 years	-	1
13 "	-	30
14 "	-	117
15 "	-	45
16 "	-	3

Subjects: (By Course)

Commercial.

Like Best - Penmanship

Like Least - Arithmetic

Find Easiest - Penmanship

Find Hardest - Arithmetic

Household Arts.

Like Best - Cooking

Like Least - Science

Find Easiest - Cooking

Find Hardest - Science

Normal.

Like Best - Equal between English and French

Like Least - Algebra

Find Easiest - English

Find Hardest - Algebra

College.

Like Best - Equal between English and Latin

Like Least - Ancient History

Find Easiest - English

Find Hardest - Algebra

Plans after leaving school:

Teach - 33

Office Work - 115

College - 34

Nurse - 11

Dressmaker - 1

Dancer - 1

Telephone - 1

Note - In this item it was interesting to note that with very few exceptions, the pupils who designated that they were going to college, stated no plans beyond. This is in sharp contrast to the girls in the Normal course who stated their intention of teaching.

This seems to show that the girls who plan a college career seem to have no further plans(except they be for a home of their own.)

In only 11 cases out of the 196 cases investigated was there any doubt expressed about finishing the high school course. This fact may be due to 2 causes: (1) The novelty of high school environment and its attractive features still is strong on them (2) The brand new building will hold many pupils in school for several years to come, who might otherwise leave earlier.

Of the 196 girls, only 31 work in the afternoons. - in all but 4 cases taking care of children. Of these 31 only 5 stated that it was necessary to do this outside work.

I divided the out-of-school activities into the following groups:

Study - including home work, reading, practise, library work, etc.

Pleasure - Movies, games, parties, walks, hikes, etc.

Useful activity - Home aid, errands, etc.

I found that on the respective days designated the number of girls indicated spent their time under the headings shown:

	Study	Pleasure	Useful
Monday	31	87	67
Tuesday	36	91	58
Wednesday	42	106	37
Thursday	34	104	48
Friday	19	143	23

Roughly speaking we could express it in another way as follows:

Study 1/5 of the time.

Pleasure 3/5 of the time.

Useful Activity 1/5 of the time.

Occupations:

Bookkeeper-24
 Stenographer - 102
 Private Secretary - 20
 Teaching - 43
 Sewing - 1
 Saleslady - 1
 Librarian - 2
 Dancing - 1
 Musician - 1
 Journalist - 1

Following are the findings among 182 boys:

Age distribution:

12 years - 1
 13 " - 24
 14 " - 110
 15 " - 39
 16 " - 7
 17 " - 1

Subjects (By Course)

Commercial.

Like Best - Penmanship

Like Least - Equal between English and Arithmetic

Find Easiest - Penmanship

Find Hardest - Arithmetic

Manual Arts.

Like Best - Mechanical Drawing

Like Least - Algebra

Find Easiest - Manual Training

Find Hardest - English

Technical.

Like Best - Mechanical Drawing

Like Least - Latin

Find Easiest - Mechanical Drawing

Find Hardest - Latin

College.

Like Best - Equal between Latin and Algebra

Like Least - Ancient History

Find Easiest - English

Find Hardest - Latin

Plans after leaving school:

College - 18

Engineer

(a) Architectural - 6

(b) Electrical - 20

(c) Civil - 9

Draftsman - 5

Office - 11

Manual Work - 7

Business - 102

Lawyer - 2

Dentist - 2

Of the 182 cases examined only 24 expressed any doubt concerning the possibility of their finishing a full high school course. Probably the same 2 reasons hold in the case of the boys as in the case of the girls, namely (1) Attraction of new surroundings (2) Prospect of new senior high school building at end of one year in the Grade 9 building.

Of the 182 boys, 58 work in the afternoons. Of these 58, only 12 declared it to be necessary.

The following figures show roughly how the time is spent:

	Study	Pleasure	Useful Activity
Monday	21	59	46
Tuesday	27	46	51
Wednesday	23	56	45
Thursday	19	64	41
Friday	15	83	22

Roughly speaking we could express it another way as follows:

Study - $1/6$ of the time.

Pleasure - $1/2$ of the time.

Useful Activity - $1/3$ of the time

1. The first part of the report
2. The second part of the report
3. The third part of the report
4. The fourth part of the report
5. The fifth part of the report
6. The sixth part of the report
7. The seventh part of the report
8. The eighth part of the report
9. The ninth part of the report
10. The tenth part of the report

11. The eleventh part of the report
12. The twelfth part of the report
13. The thirteenth part of the report
14. The fourteenth part of the report
15. The fifteenth part of the report
16. The sixteenth part of the report
17. The seventeenth part of the report
18. The eighteenth part of the report
19. The nineteenth part of the report
20. The twentieth part of the report

21. The twenty-first part of the report
22. The twenty-second part of the report
23. The twenty-third part of the report
24. The twenty-fourth part of the report
25. The twenty-fifth part of the report
26. The twenty-sixth part of the report
27. The twenty-seventh part of the report
28. The twenty-eighth part of the report
29. The twenty-ninth part of the report
30. The thirtieth part of the report

31. The thirty-first part of the report
32. The thirty-second part of the report
33. The thirty-third part of the report
34. The thirty-fourth part of the report
35. The thirty-fifth part of the report
36. The thirty-sixth part of the report
37. The thirty-seventh part of the report
38. The thirty-eighth part of the report
39. The thirty-ninth part of the report
40. The fortieth part of the report

41. The forty-first part of the report
42. The forty-second part of the report
43. The forty-third part of the report
44. The forty-fourth part of the report
45. The forty-fifth part of the report
46. The forty-sixth part of the report
47. The forty-seventh part of the report
48. The forty-eighth part of the report
49. The forty-ninth part of the report
50. The fiftieth part of the report

51. The fifty-first part of the report
52. The fifty-second part of the report
53. The fifty-third part of the report
54. The fifty-fourth part of the report
55. The fifty-fifth part of the report
56. The fifty-sixth part of the report
57. The fifty-seventh part of the report
58. The fifty-eighth part of the report
59. The fifty-ninth part of the report
60. The sixtieth part of the report

As far as the boys' plans after leaving school were concerned, the summary will stand for the first choice of occupations listed by the boys. (See boys' plans after leaving school). (Page 19). Evidently, the boys going to college realize that there must be plans for an occupation beyond student days, a thing which the girls in the college course seem to have thought considerable less about. The most popular goal is decidedly "business" - "that resistless word!"

These facts and data will be used together with a survey of working permits, present elective blank tabulations by subjects under the 8-4 plan, the results of the Otis Group Intelligence Scale and study of deficiency reports to determine the following administrative features of one of the Junior High Schools:

1. Single or double session.
2. Length of school day.
3. Curricula to be offered.
4. Courses to be offered.
5. Time allotment
6. Details and extra-curricular program
7. Certain details of a guidance program.

As a second step to help decide certain organizational and administrative details I submitted the following questionnaire to 200 pupils who had left the Quincy schools during the last 2 years.

I am making a private study of a cross section of pupils who have left Quincy Schools during the last year. Will you be so kind as to answer the following questions? All answers and data will be treated confidentially.

Sincerely yours,
Winthrop L. Webb

Sub-master Central Junior High School.

1. Name (last name first) -
2. Age (in years and months)
3. At what age did you leave school?
4. Why did you leave school?
5. What additional reasons were there?
6. Would you have remained in school if you could have taken different subjects than the ones offered?
7. What sort of subjects would have influenced you to remain in school through grades 7, 8, and 9?

Please return this sheet in enclosed envelope not later than December 2, 1925

Following are the results from 65 replies received:

Age distribution

14 - 43
15 - 16
16 - 6

Reasons for leaving school.

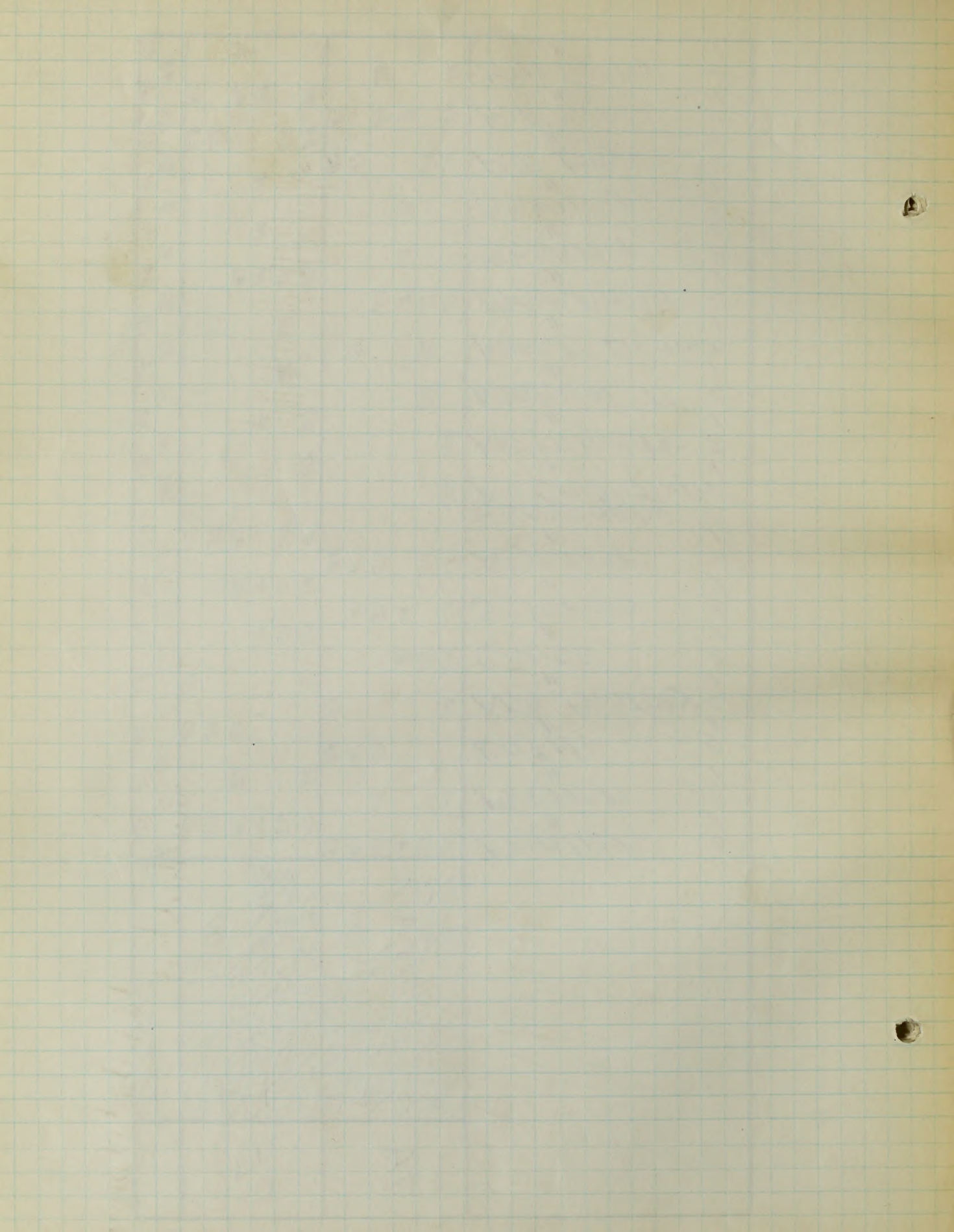
Wanted to work - 37
Industrial School - 14
Discontented - 9
Help necessary at home - 3
Sickness - 2

All but 5 replied that they would have left school anyway.

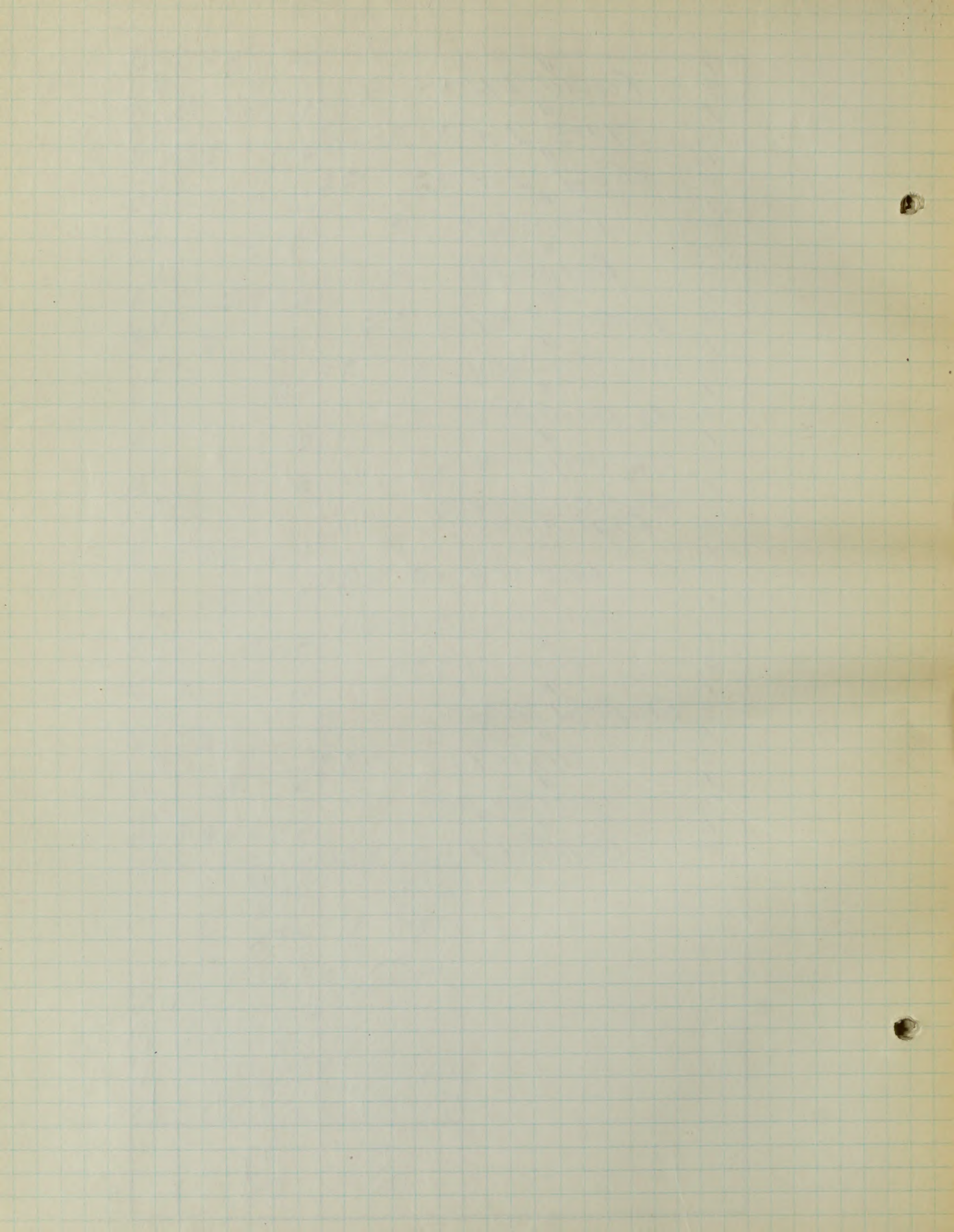
All 29 who answered the last questions indicated that they would have liked subjects leading to a trade of some sort.

I submit herewith the tabulation of subject choices for the 9th grade under the old 8-4 plan for the 2 semesters of work in 1925-26 for the bearing these figures may have upon the course of study, subjects and curricula to be offered in grades 7, 8 and 9 under the 6-3-3 plan of organization.

At the top of the tabulation appears the subject by semesters. At the left appears the designation of the six different curricula offered during each half year of the ninth grade. Below appears the totals of pupils in each semester of each subject of each curriculum.



	English	French	Latin	Anc. History	Civics	Science	Algebra	Geography	Arithmetic	Manual Tr.	Mech. Draw	Freehand	Cooking	Sewing	P.T. Boys	P.T. Girls	Harmony
9A Commercial	96	36		7	26	16	6	26	26	26	26	12			32	64	4
Manual Arts	28				28	2	26				26				28		1
Household Arts	10				10	10						10	10	10		10	
Normal	37	22	15		37	37	37					37			38	37	37
Technical College	38		38		3		38				38				30	25	
	55		55	55			55										
9B Commercial	187	61		11	187	20	17	187	187			33			44	143	10
Manual Arts	33				33		33			33	33	11			33		
Household Arts	17				17	17						17	17	17		17	
Normal	33	14	10			33	33					33				33	33
Technical College	45		45			3	45					45			45		
Totals	78	78	78	78			78								39	39	
	264	58	108	62	134	68	162	26	26	26	64	59	10	10	128	136	42
=	323	75	142	82	237	73	206	187	187	33	78	94	17	17	161	232	43



In order to find out something regarding the average intelligence of the Quincy pupils I next submitted the 400 September 1925 Freshman to the Otis Group Intelligence Scale, Higher Examination, Form A.

Following are the results:

Distribution of Scores

40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200	
to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	
49	59	69	79	89	99	109	119	129	139	149	159	169	179	189	199	209	
9	40	79	174	262	443	520	541	547	409	317	190	62	24	10			Norm.
2	3	9	7	27	31	38	58	71	35	40	13	12	5	3			1 Ours

Graphs showing the above tabulation and distribution follow.

Distribution of Percentile Ranks

Note. A pupil who exceeds just 50 per cent of the children of his age in Intelligence is said to have a Percentile Rank of 50. This means that he has done better than 50 per cent of the pupils who have taken this test and less well than the remaining 50 per cent.

1	10	25	50	75	90
to	to	to	to	to	to
10	25	50	75	90	over
11	28	66	115	78	73

Graph showing the above tabulation and distribution follow.

Distribution of 8th Grade Elementary Marks

A	B	C	D
37	163	206	4

Distribution of 9th Grade Marks (Half Year)

E	G	F	L	P
11	84	202	97	16

Graphs showing relations of the above distributions follow.

In order to find out whether the water in the river is
of the same quality, I have analyzed the 400 samples of this water.
and to the 5th group, Intelligence Bureau, Higher Education, etc.

Following are the results:
Distribution of water

1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1

Results showing the above distribution of water are as follows:

Distribution of water

Notes: 1. The 1000 samples of water are taken from the 1000
meters of the river. 2. The 500 samples are taken from the 500
meters of the river. 3. The 250 samples are taken from the 250
meters of the river. 4. The 100 samples are taken from the 100
meters of the river. 5. The 50 samples are taken from the 50
meters of the river. 6. The 25 samples are taken from the 25
meters of the river. 7. The 10 samples are taken from the 10
meters of the river. 8. The 5 samples are taken from the 5
meters of the river. 9. The 2 samples are taken from the 2
meters of the river. 10. The 1 sample is taken from the 1
meter of the river.

1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1

Results showing the above distribution of water are as follows:

Distribution of water

1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1

Distribution of water

1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1
1000	500	250	100	50	25	10	5	2	1

Results showing the above distribution of water are as follows:

Distribution of Indices of Brightness

Note. I.B. of 100 represents exact Normality. The I.B. is obtained by adding or subtracting from 100 the amount by which the pupil exceeds or falls short of the Norm for his or her age.

10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180
to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to
20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190
	3	4	7	10	15	38	31	40	55	49	39	26	14	10	9	1	

Graph showing the above tabulation and distribution follow.

Distribution of Intelligence Quotients
(According to Binet-Simon Scale)

30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190
to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to	to
40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200
	6	19	31	56	91	79	49	20	1	1						

Graph showing the above tabulation and distribution follow.

It is evident from the foregoing tables and the following graphs that there is no great discrepancy between the Norms for this test and the achievement of our pupils in it.

It is quite evident that there is a variation between school achievement or marking systems between grades 8 and 9. Also between school achievement and achievement in this particular test, a fact to be expected.

Special mention should be made of the total scores of two pupils in the genius class. Mary Reardon had a total score of 204 and an I.Q. of 147, which was better than all the pupils in grades 5 through 12 who have taken this test except 9 high school Juniors and 14 high school Seniors. This was also better than all pupils of the same chronological age who have taken the test. The other genius score was that of George Bentley who had a total score of 188 and an I.Q. of 152. This was better than all pupils of his age who have taken the test except 7. Both pupils are consistently on the high honor list.

Another little interesting study was made of the I.Q.'s of those pupils reported deficient in one or more subjects for the first quarter. Following is a summary by numbers and percentages of the 12 different reasons assigned for deficiency notices. The number at the right of the reason is the actual number of times that particular reason was cited, and is followed by the percentage figures.

1. Does not do home work -	99	-	-	-	20%
2. " " work well -	68	-	-	-	14%
3. " " concentrate -	34	-	-	-	7%
4. Low in fundamentals -	42	-	-	-	8%
5. Work incomplete -	62	-	-	-	12%
6. Absence - - -	16	-	-	-	3%
7. Carelessness - - -	31	-	-	-	6%
8. Poor Conduct - - -	21	-	-	-	4%
9. Lack of application -	58	-	-	-	12%
10. Laziness - - - -	32	-	-	-	6%
11. Does not come for help	30	-	-	-	6%
12. Possibly in wrong course	4	-	-	-	1%

Of 143 pupils reported failing 1 or more subjects I found the following distribution of I.Q.'s :

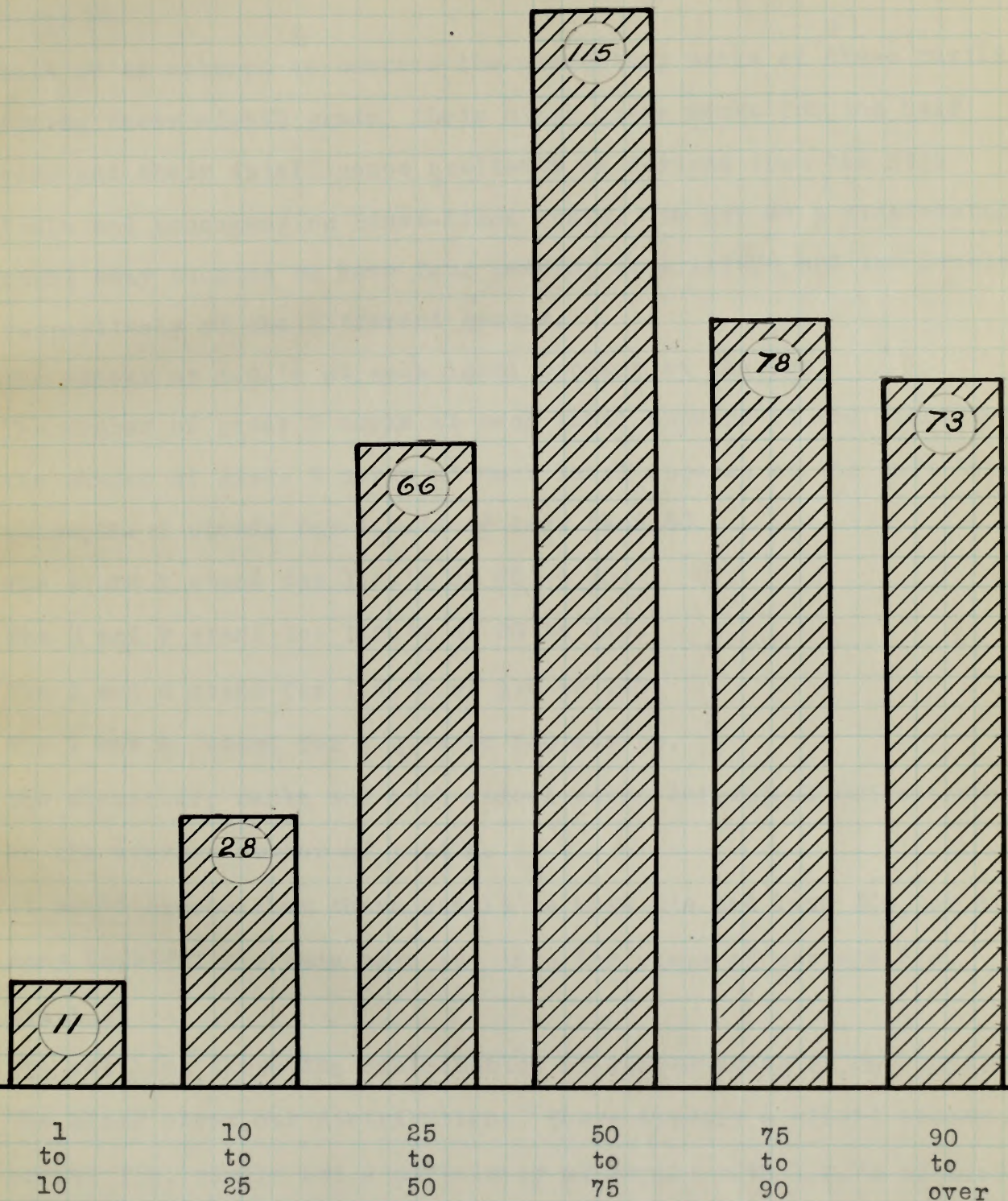
60	70	80	90	100	110
to	to	to	to	to	to
70	80	90	100	110	120
4	11	37	39	24	9

There is no evidence here as far as I can see that the pupils reported are of inferior intelligence. I suppose we can assume they are the victim of misplacement or poor teaching, but probably one of the above reasons truly explains the reason for the deficiency.

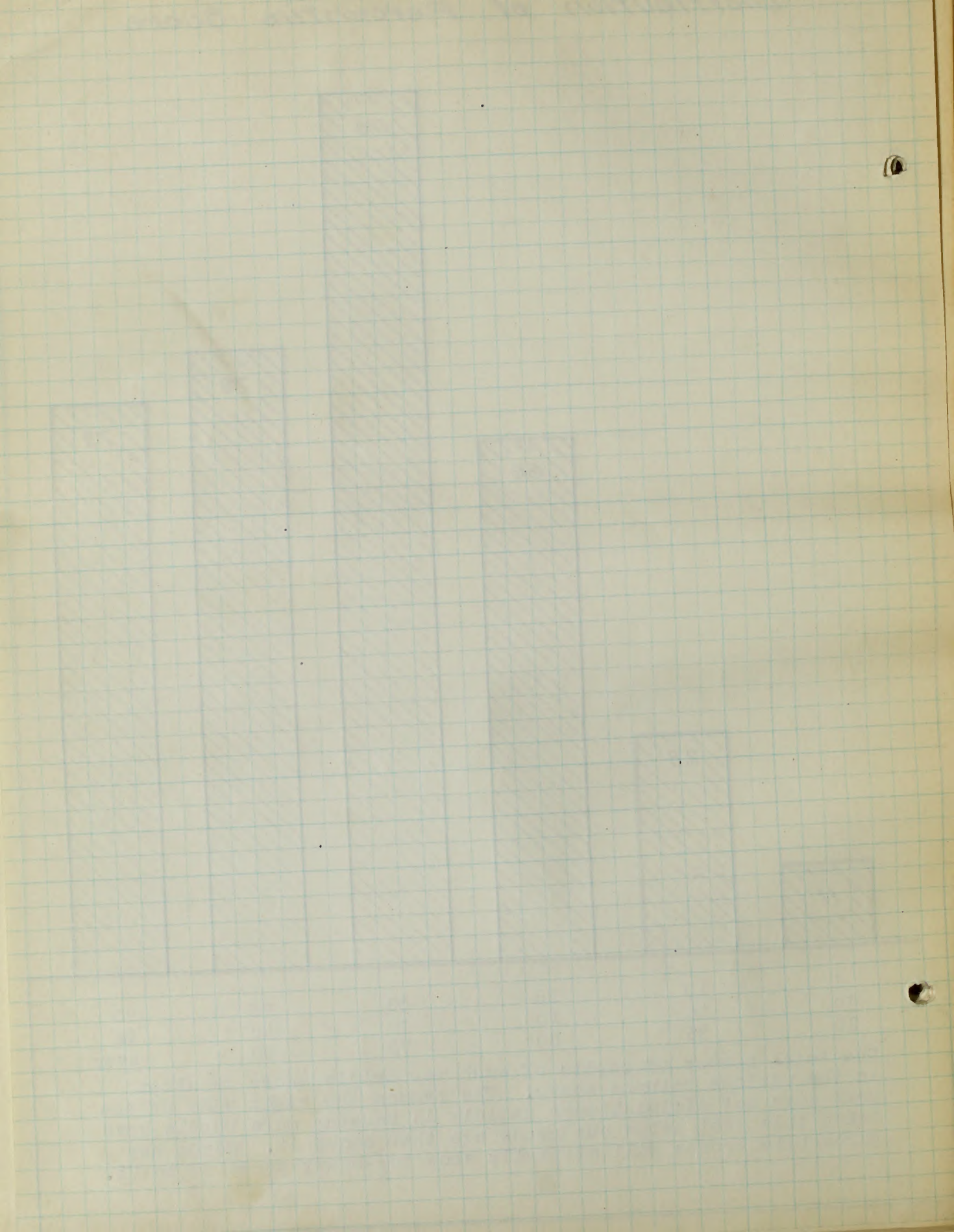
I would recommend that similar tests be given at the beginning of grades 7 and 9 and that the I.Q.'s of the whole group be put on the office rank sheets near the respective pupil's name and the blanks where academic marks are entered, thereby giving the teachers a chance to compare the child's ability as ascertained in this test with his or her achievement in that particular school subject.

I would also recommend that the I.Q.'s be put on the permanent record card to be forwarded to the Senior High School before each promotion, thus affording subsequent teachers to compare the pupil's school marks with the child's native ability.

Distribution of Percentile Score



The total number of pupils of each percentile score is shown in the various columns above. The reason the right side of the peak does not diminish more rapidly is because more pupils have taken this test below our grade age than above it. Hence our percentile scores will naturally show top-heavy above 50 to 75.



Explanation of Graphs

Graph #2

This is an attempt to compare the elementary marks of these pupils during their eighth grade, their ninth grade marks for the half year and their intelligence quotients as derived from the Otis Scale and accompanying Binet-Simon Scale. We are at a disadvantage right away because we have four levels, five levels and ten levels respectively of the different groups.

The number of I.Q.'s at each level appears at the top.

The number of grade 8 marks at each level appears at the right top.

The number of grade 9 marks at each level appears at the left top.

Below, the P stands for I.Q.'s of less than 80.

The 4 and L stand for I.Q.'s of 80 to 90.

The 3 and F stand for I.Q.'s of 90 to 110.

The 2 and G stand for I.Q.'s of 110 to 140.

The 1 and E. stand for I.Q.'s of 140 and up.

The elementary marks and high school marks correspond quite accurately on the average number of pupils.

It would appear that there should be more 2's and less 3's, or else many doubtful 4's have been put into the class of certain 3's.

Graph #3

The red line shows the distribution of scores among 25,000 pupils.

The black shows our distribution. There appears a slight excess of normal I.Q. pupils but a deficiency of pupils with I.Q.'s of over 120.

This is an attempt to compare the elementary results of these results

with the results of the other results, their results for the first

year and their results for the second year as follows:

Results and elementary results for the first year. The results for the first year

are as follows: The results for the first year are as follows:

Results for the first year.

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Graph #2

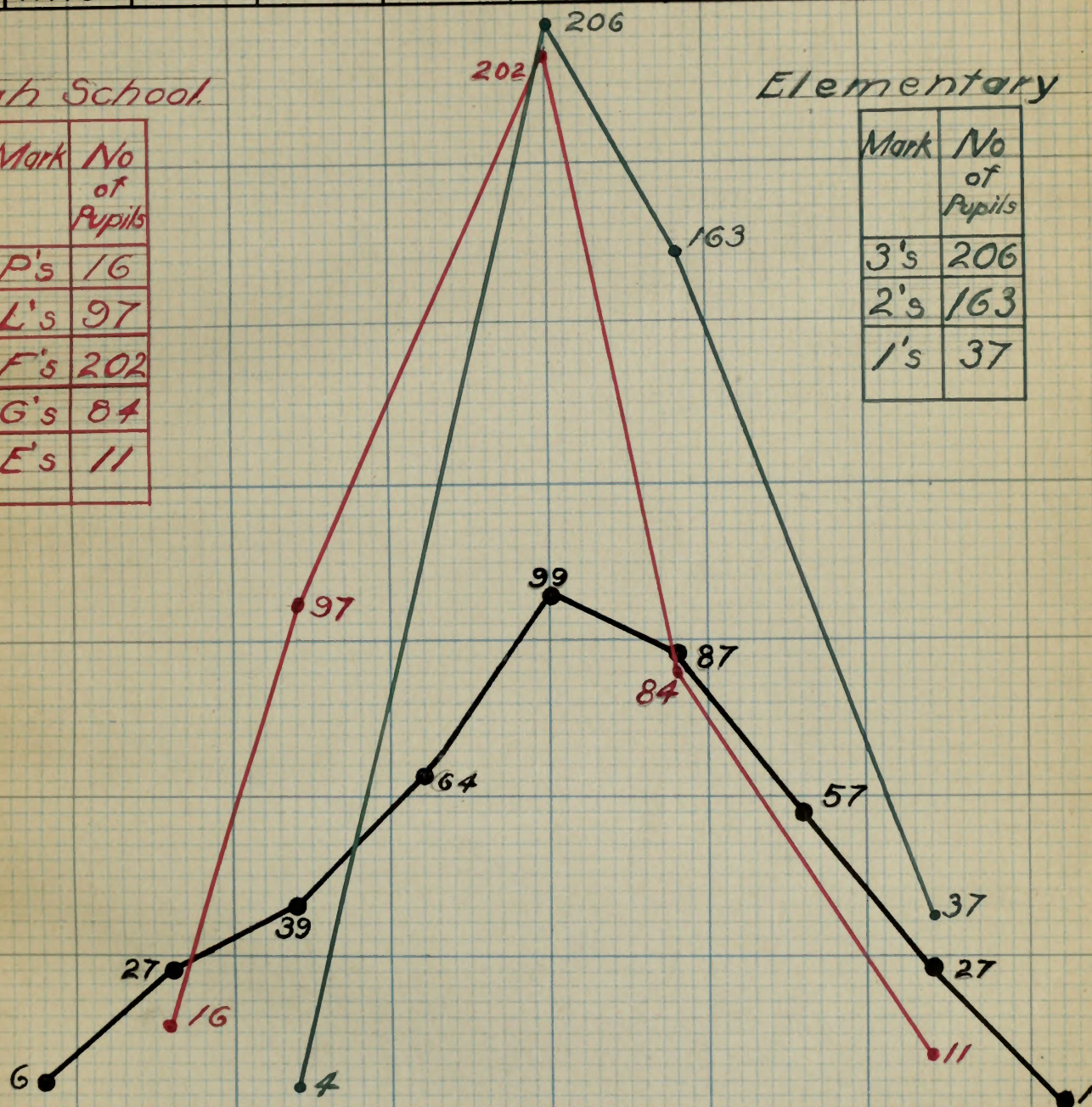
60-70	70-80	80-90	90-100	100-110	110-120	120-130	130-140	140-150	150-160
6	27	39	64	99	87	57	27	1	1
Moron	Border line	Dull	Average	Average	Superior	Very Superior	Very Superior	Genius	Genius

High School.

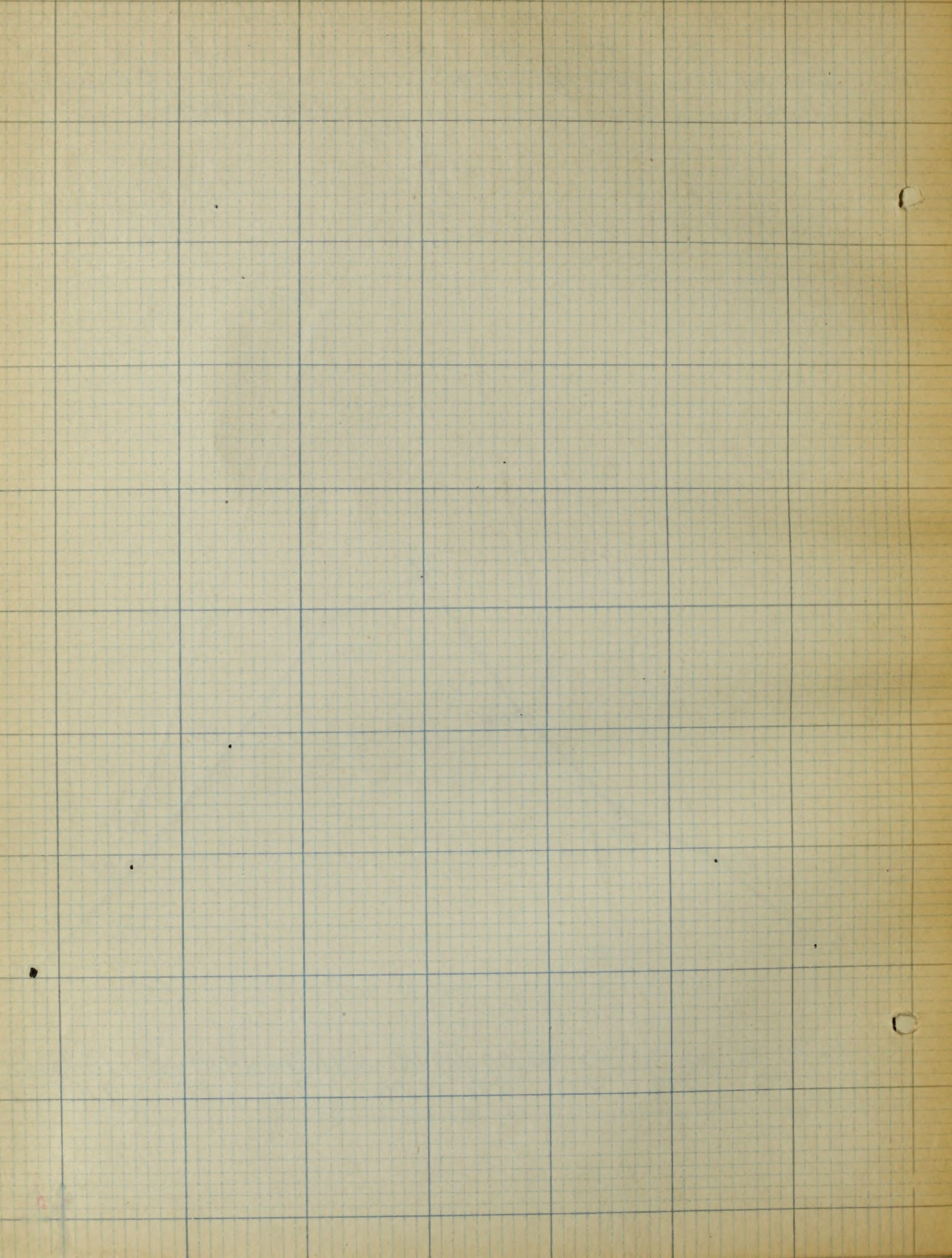
Mark	No of Pupils
P's	16
L's	97
F's	202
G's	84
E's	11

Elementary

Mark	No. of Pupils
3's	206
2's	163
1's	37

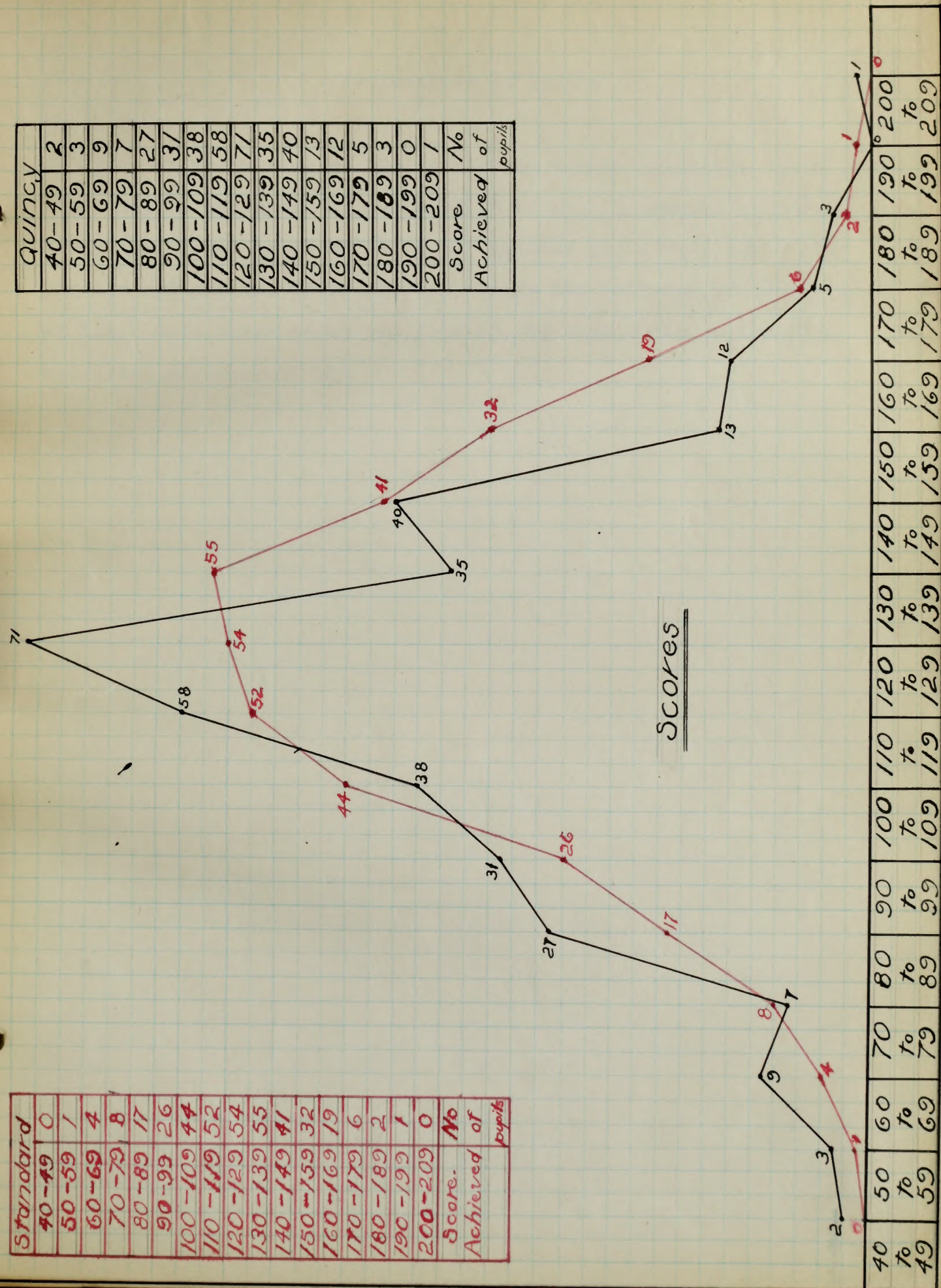


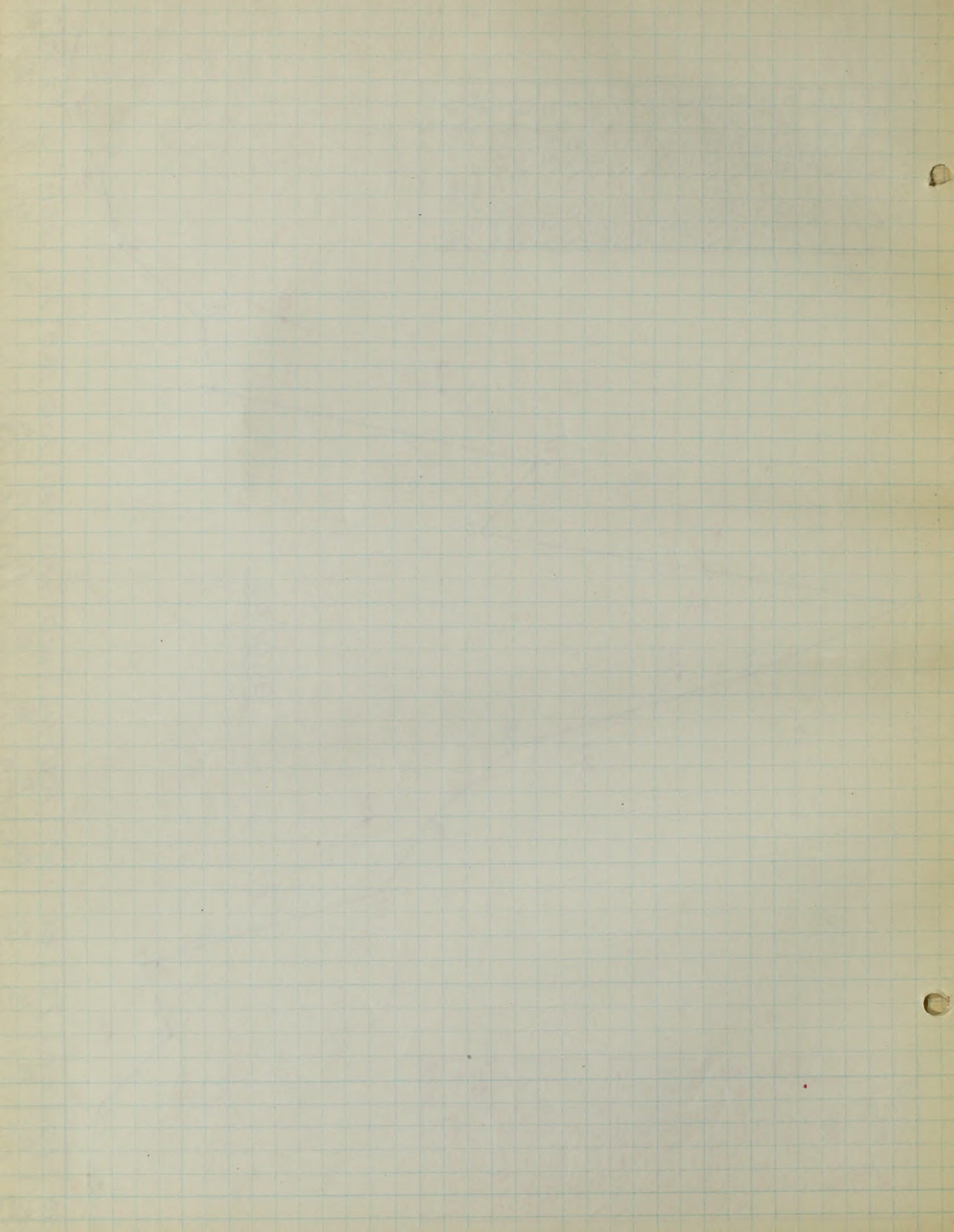
		4 EL	3 EL	3 EL	2 EL	1 EL	1 EL		
	P. H.S.	L. H.S.	F. H.S.	F. H.S.	G. H.S.	E. H.S.	E. H.S.		
60-70 IQ	70-80 IQ	80-90 IQ	90-100 IQ	100-110 IQ	110-120 IQ	120-130 IQ	130-140 IQ	140-150 IQ	150-160 IQ



Standard	No
40-49	0
50-59	1
60-69	4
70-79	8
80-89	17
90-99	26
100-109	44
110-119	52
120-129	54
130-139	55
140-149	41
150-159	32
160-169	19
170-179	6
180-189	2
190-199	1
200-209	0
Score. Achieved	No pupils

Quincy	No
40-49	2
50-59	3
60-69	9
70-79	7
80-89	27
90-99	31
100-109	38
110-119	58
120-129	71
130-139	35
140-149	40
150-159	13
160-169	12
170-179	5
180-189	3
190-199	0
200-209	1
Score Achieved	No pupils

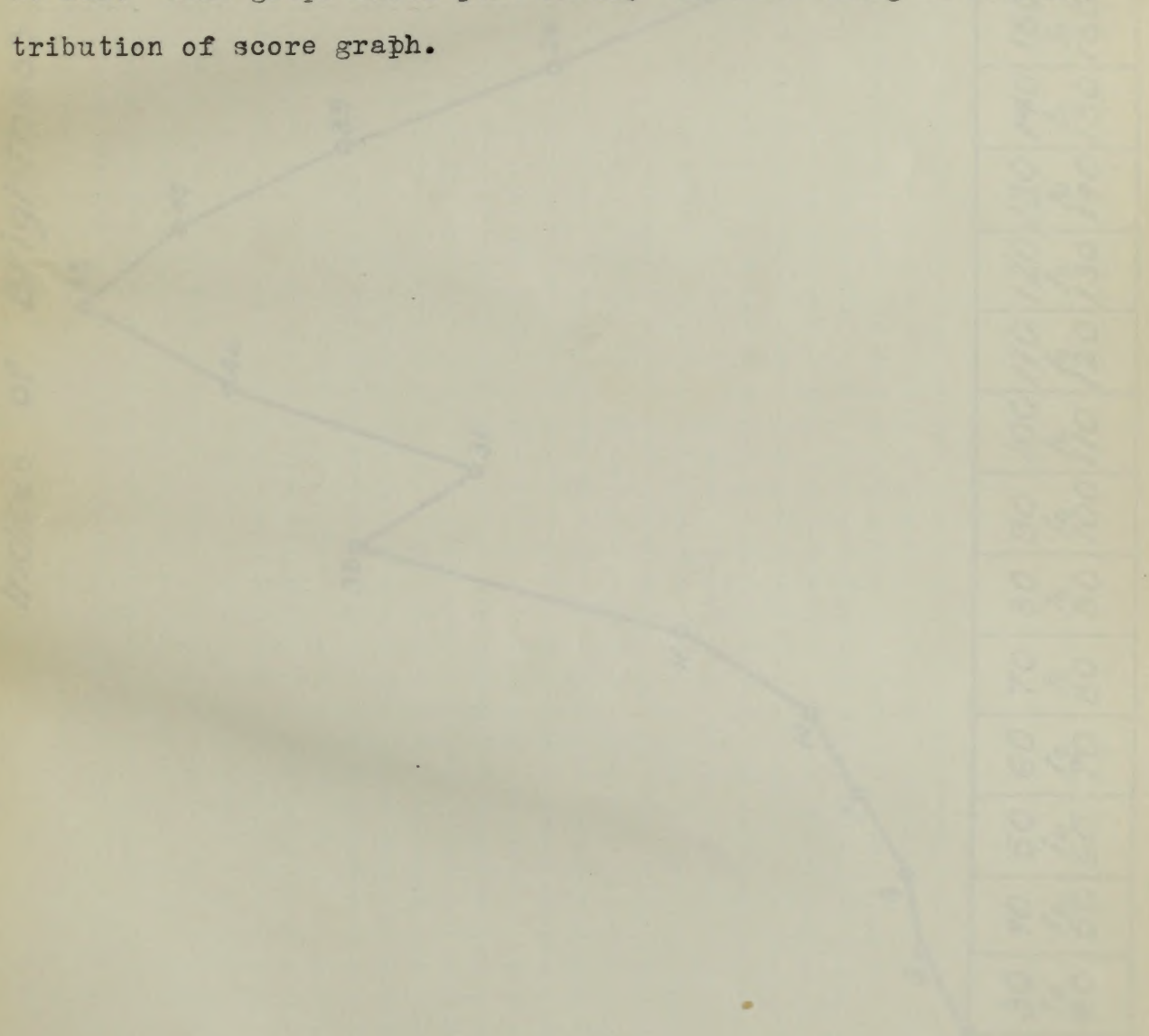




Explanation of Graphs

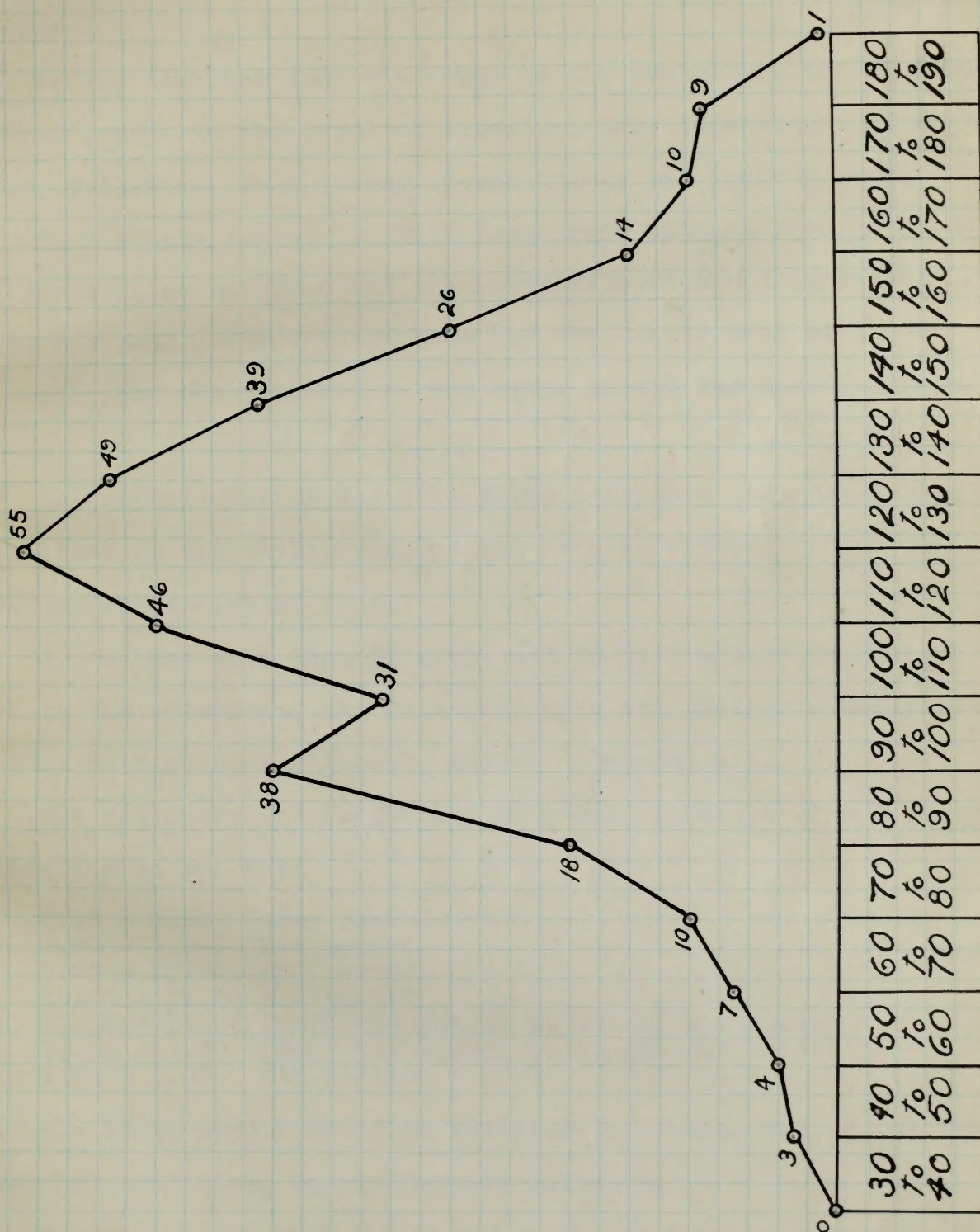
Graph #4

An Index of Brightness of 100 represents exact normality. If a pupil has an Increment of Score of 25 points (Increment of Score means the amount by which the pupil exceeds the normal score for his age) we add the 25 to 100 and say he has an Index of Brightness of 125. This graph shows practically the same thing as the distribution of score graph.



The effect of treatment of 100 subjects is shown in the following table. It will be seen that the treatment of 100 subjects has resulted in a decrease of 100 units in the amount of work done. This is due to the fact that the treatment of 100 subjects has resulted in a decrease of 100 units in the amount of work done. This is due to the fact that the treatment of 100 subjects has resulted in a decrease of 100 units in the amount of work done.

Indices of Brightness



I propose a single session school day for the following reasons:

1. The distance from the homes to the respective school will be over a mile in the cases of Squantum, certain sections of Montclair, Wollaston, West Quincy, South Quincy and Hough's Neck.

2. A single senior day will leave many mothers free to look out for smaller children and the house without the interruption of a mid day meal. The average home has the hearty meal of the day at night upon the father's return after an all day absence in Boston.

3. A single senior day will allow more time for out-of-door recreation in the daylight hours and have a tendency to get the pupil up at an earlier hour.

4. We have seen that 31 girls and 58 boys engage in gainful work in the afternoon, and that many more are giving valuable aid at home with younger children, chores, errands, etc.

The following is recommended as a bell schedule with 5 sixty-minute period per day:

8.15 - 8.30	Home room
8.30 - 9.30	1st period
9.30 - 10.30	2nd period
10.30 - 11.30	3rd period
11.30 - 12.30	(Half the school at lunch) 4th period
12.30 - 1.30	(Half the school at lunch) 5th period
1.30 - 2.30	6th period

Half the lunch period would be assigned for actual eating and the other half for play, or pleasurable activity.

Any day in the week can be run as a seven period day with shortened periods, and an extra period for assembly, club work, elections and all other extra-curricular activities. I believe and suggest the last clock period on Fridays as the best time for the club work.

I propose a similar session for the following

periods:

1. The distance from the house to the nearest school will be over a mile in the case of students, and the distance of travel will be considerable. The school is situated in the center of the town, and the house is situated in the center of the town. The distance from the house to the nearest school will be over a mile in the case of students, and the distance of travel will be considerable. The school is situated in the center of the town, and the house is situated in the center of the town. The distance from the house to the nearest school will be over a mile in the case of students, and the distance of travel will be considerable. The school is situated in the center of the town, and the house is situated in the center of the town.

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The following is recommended as a basis for the

minute period per day:

1.30 - 1.45	1st period
1.45 - 2.00	2nd period
2.00 - 2.15	3rd period
2.15 - 2.30	4th period
2.30 - 2.45	5th period
2.45 - 2.60	6th period
2.60 - 2.75	7th period
2.75 - 2.90	8th period

While the school period will be sufficient for school activities and the

school period for day, or 1.30 period.

The day in the week can be run on a seven period basis with eight periods, and an extra period for students, class, etc. The day in the week can be run on a seven period basis with eight periods, and an extra period for students, class, etc. The day in the week can be run on a seven period basis with eight periods, and an extra period for students, class, etc. The day in the week can be run on a seven period basis with eight periods, and an extra period for students, class, etc.

Admitting that the principal function of the Junior High School is guidance into the proper and most adapted place which each pupil is to fill in later life, and remembering the cardinal principles underlying all secondary education it would seem as if a program of studies must be based directly upon the guidance function and the already familiar cardinal principles. They are restated here as a preface to the program of studies which follows.

1. Health.
2. Command of fundamental processes.
3. Worthy home membership.
4. Development of a vocational interest.
5. Preparation for citizenship .
6. Worthy use of leisure time.
7. Development of ethical character.

From the elective tabulations previously shown it appears that at present:

1/3	of	the	pupils	take	the	Commercial
1/10	"	"	"	"	"	Manual Arts
1/25	"	"	"	"	"	Household Arts
1/6	"	"	"	"	"	Normal
1/6	"	"	"	"	"	Technical
1/5	"	"	"	"	"	College

From the girls' occupational choices over half will work in offices, one sixth will teach, one sixth go to college and the remainder will be scattered among various other occupations.

From the boys' occupational choices well over one half hope to enter upon business careers, one fourth will follow technical and engineering professions and the rest will be scattered among the pure professions, manual labor, etc.

The following subjects to be offered and the time allotment of each in periods per week may seem somewhat of the pioneer type but is based on the following considerations:

1. Seven cardinal principles
2. The guidance function
3. The elective choice tabulations
4. Survey of academic and out-of-school interests of pupils
5. Survey of out-of-school working permit holders
6. Results of the Otis Group Intelligence Scale
7. Personal questionnaire data

Grade 7 ³⁷

English 4
 Mathematics 4
 Social Studies 4
 General Science 2
 Practical Arts 2
 Gymnasium 2
 Penmanship 1
 Music 1
 Guidance 1
 Drawing 1
 Activities 1
 Assembly 1
Library 1

25 periods per week

Explanation of above:

1. Penmanship may be combined with English
2. Mathematics will be general
3. Social studies will be general world history and geography
4. The period for guidance may be linked up with the social studies

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- ³⁷Davis, C.O. "Junior High School Education" Pages 292-328
³⁷Detroit Educational Bulletin #6 October 1922 Pages 12-17
³⁷Brodie, Robert B. In Junior High School Practices
 "The Seward Park Junior High School" Pages 28-30

The following subjects to be offered and the time allotted
of each in relation to the total amount of the program
will be based on the following considerations:

1. General educational objectives
2. The student's background
3. The relative degree of difficulty
4. The relative degree of interest of students
5. The relative degree of difficulty of the subject
6. The relative degree of difficulty of the subject
7. The relative degree of difficulty of the subject

30

1. General educational objectives
2. The student's background
3. The relative degree of difficulty
4. The relative degree of interest of students
5. The relative degree of difficulty of the subject
6. The relative degree of difficulty of the subject
7. The relative degree of difficulty of the subject

The following of above:
1. The relative degree of difficulty of the subject
2. The relative degree of difficulty of the subject
3. The relative degree of difficulty of the subject
4. The relative degree of difficulty of the subject
5. The relative degree of difficulty of the subject
6. The relative degree of difficulty of the subject
7. The relative degree of difficulty of the subject

The following of above:
1. The relative degree of difficulty of the subject
2. The relative degree of difficulty of the subject
3. The relative degree of difficulty of the subject
4. The relative degree of difficulty of the subject
5. The relative degree of difficulty of the subject
6. The relative degree of difficulty of the subject
7. The relative degree of difficulty of the subject

Grade 8 ²⁹

English	4
Mathematics.....	4
Social study.....	4
General science.....	2
Gymnasium.....	2
Music.....	1
Drawing.....	1
Activities.....	1
Assembly.....	1
<hr/>	
Required per week	20

Elective Tryout Under Guidance for Grade 8

General (College, Technical, Normal)		Commercial	
Foreign language.....	3	Business training.....	3
Practical Arts.....	2	Practical Arts.....	2
	<hr/> 5		<hr/> 5
Industrial			
Boys		Girls	
General Shop.....	3	Cooking & Sewing.....	3
Special Drawing....	2	Home Management.....	2
	<hr/> 5		<hr/> 5

Explanation of above:

1. Mathematics will be general.
2. Social studies will be general world history with emphasis on American History, Geography and institutions.
3. The tryout will be decided upon from a consideration of the pupil's showing in grade 7, results of intelligence tests and special abilities and aptitudes. The home room teacher will carry a large part of the burden of choice and adjustment. Most of the shifting will be from the General to the Commercial or Industrial. If there is shifting from the Commercial or Industrial to the General it can be done at the beginning of the 9th grade without much loss.
4. All promotions will be on credits in the required subjects only.

²⁹ Davis, C.O. "Junior High School Education" Pages 292-328

³¹ Detroit Educational Bulletin #6 October 1922 Pages 12-17

³⁹ Brodie, Robert B. In Junior High School Practices
"The Seward Park Junior High School" Pages 28-30

Grade 9⁴⁰

English.....4	
Mathematics.....4	
Social studies....4	Each of these for a half year only
General Science..4	
Gymnasium.....2	
Music.....1	
Drawing.....1	
Assembly.....1	
Activities.....1	
<u>Library.....1</u>	
Required per week 19	

On the basis of the 8th grade tryouts and readjustments the pupil should now be ready to settle down and carry on his particular line of study in one of the following curricula:

<u>College, Technical, or Normal</u>	
Foreign language.....4	
Practical Arts.....2	
or	
Special Drawing.....2	
<u>6</u>	

<u>Commercial</u>	
Business training.....4	
Practical Arts.....2	
<u>6</u>	

<u>Manual Arts</u>	
Shop work.....4	
Mechanical Drawing.....2	
<u>6</u>	

<u>Household Arts</u>	
Household Arts.....4	
Designing.....2	
<u>6</u>	

Fine Arts

Music or Drawing.....4	
Practical Arts.....2	
<u>6</u>	

Explanation of above:

1. Math will be Algebra or Arithmetic for non-college pupils
2. Social studies will comprise political, economic, social and occupational civics
3. The special drawing for the Technical Course will be mechanical

⁴⁰Davis, C.O. "Junior High School Education" Pages 292-328

⁴⁰Detroit Educational Bulletin #6 October 1922 Pages 12/17

⁴⁰Brodie, Robert B In Junior High School Practices

"The Seward Park Junior High School" Pages 28-30

At present the first year high school pupils are being promoted from a separate building to the new senior high school under the old 8-4 credit plan. In other words, whatever high school subjects are taken with credit appear as a permanent record card which goes with the pupil. It has involved us in a tangle of credits. For example, in September 1925 out of 350 pupils who began Sophomore work in Quincy there were 53 retardations in one semester of Latin, 45 in one or two semesters of French, 34 in one or two semesters of English and 46 in one or two semesters of Algebra. All these retardations have to be repeated if they belong in the Normal, Technical or College groups.

Non-college students i.e. those taking the Manual Arts, Household Arts or Commercial Courses are often given a credit in this or that subject to prevent them from taking 3 out of 4 subjects as General Science, Ancient History, Penmanship, Arithmetic, Civics and the first year of Mechanical Drawing are not carried on beyond the Freshman year, since they are not offered at the new building. Hence, if a pupil has half a years credit in these subjects the whole years credit is lost unless presented to him. (No credit is allowed for less than a full years work.) Such a loose arrangement, depending many times on the individual case, is good argument for the speedy completion of a building program.

With 4 buildings in operation as 6-3-3 Junior High School pupils can be accepted into the Senior High School with credits for all subjects previously studied. Provision must be made whereby pupils

At present the first year high school pupils are being promoted
from a separate building to the new senior high school under the old
6-3-2 system. In other words, wherever high school students are
found with credits appear as a permanent record and will go on the
transcript. It has involved us in a number of credits. For example,
in September 1953 out of 550 pupils who began freshmen work in school
there were 53 registrations in one semester of Latin, 45 in one of
semester of French, 45 in one of two semesters of English and 45
in one of two semesters of History. All these registrations have to
be recorded in their names in the records, regardless of whether or not
they are students. It is also true that the National High School
the or National College are also given a credit in this or that
subject to show that they have taken it out of a subject as General
Science, Ancient History, Government, Literature, Religion and the first
year of Technical Training was not carried on under the previous year
system that was not offered at the new building. Hence, at a credit for
half a year credit in their records the whole year credit is lost
until it is presented to him. (The credit is allowed for less than a full
year work.) When a loose arrangement, depending on the times on the
individual case, is not enough for the speedy completion of a
building program.

With a building in operation on 6-3-2 system high school pupils
can be recorded into the Senior High School with credits for all
subjects previously studied. Translated from the Chinese to English

retarded in one or more subjects can take these subjects at the senior high school if it is for his or her best interest to continue the subject. No credits will be withheld and none presented gratis.

I would suggest a six-year record card which would go on to the senior high school, and there be kept after the pupil's graduation. In this way the senior high school teacher may know what the pupil has done previously. I also recommend that the results of the Otis Group Intelligence Scale or some equally reliable intelligence test, given at the beginning of grade 7 also be forwarded to the senior high school.

Some sort of an advisory council composed of both students and faculty members should be instituted for the maintenance of harmony between pupils, teachers and the administrative forces. Complete student government never did or can exist. Most plans have placed too much control in the hands of the pupil. Pupils at 12-15 are not competent to control all their own affairs or the affairs of others. This does not mean that gradually increasing self-control is not possible or desirable.⁴¹ The degree of success of pupil-participation in any school government will be measured by the interest, close attention, wisdom and personality of the adult furnishing the oversight. Student control can be applied successfully to the following activities providing the pupils feel they are never entirely free from some faculty surveillance of a very definite character:⁴²

1. Class passing
2. Class and home room conduct, both in the presence and absence of the teacher
3. Playground and toilet regulations
4. Lunch room and assembly management
5. Club activities
6. Street and transport conduct
7. School luncheons⁴³

⁴¹ Thomas-Tindall Emma, - Myers "Junior High School Life" Pages 85-92

⁴² Davis, C.O. "Junior High School Education" Pages 356-366

⁴³ Briggs, Thomas H. "The Junior High School" Pages 248-253

Athletics will depend to a large extent on the number of men teachers available in each building. Since each of the 4 buildings will approximate 1000 pupils in enrollment there should be at least 6 men teachers in each building. Several of these men should be teacher-coaches, acting under uniform regulations from the physical training supervisor. A reduced teaching load or salary adjustment should be a feature of these teacher-coach positions. 44

Conditions will be ideal for a four team league for the boys in soccer, football, basketball, indoor track, baseball, and out door track.

The following sport schedule is recommended for the 4 schools: 45

Fall - Boys

- (a) Soccer
- (b) Class in Rugby football - chiefly for instruction in fundamentals
- (c) Track
- (d) Tennis

Girls

- (a) Out door hockey
- (b) Track
- (c) Tennis

Winter-Boys

- (a) Basketball
- (b) Indoor track
- (c) Hockey

Girls

- (a) Basketball
- (b) Indoor baseball

Spring-Boys

- (a) Baseball
- (b) Track
- (c) Tennis

Girls

- (a) Out door hockey
- (b) Track
- (c) Tennis

Atmosphere will depend to a large extent on the number of men
boarded available in each building. Since each of the 4 buildings
will approximately 1000 men in attendance there should be at least
a few hundred in each building. Several of these men should be
technician-classes, working under expert regulations from the military
training supervisor. A reduced teaching force or similar arrangement
should be a feature of these technical-classes.
Conditions will be stated for a four hour lecture for the men in
general, technical, mechanical, indoor work, electrical, and out door
work.

The following report schedule is recommended for the 4 buildings:

- (a) Class in Army Technical - 10:00 AM for instruction in
technical work
- (b) Class in Army Technical - 10:00 AM for instruction in
technical work
- (c) Class in Army Technical - 10:00 AM for instruction in
technical work

- (a) Class in Army Technical - 10:00 AM for instruction in
technical work
- (b) Class in Army Technical - 10:00 AM for instruction in
technical work
- (c) Class in Army Technical - 10:00 AM for instruction in
technical work

- (a) Class in Army Technical - 10:00 AM for instruction in
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technical work

- (a) Class in Army Technical - 10:00 AM for instruction in
technical work
- (b) Class in Army Technical - 10:00 AM for instruction in
technical work
- (c) Class in Army Technical - 10:00 AM for instruction in
technical work

Approved: _____
Special Agent in Charge, Federal Bureau of Investigation
Washington, D.C.

Inter class competition, all-school meets and mass play should supplement the above formal sports program. Several women teachers should be definitely assigned as supervisors of sports for girls under the physical training supervisor for all girls in the city.

There should be as many school clubs as there are teachers with different interests to sponsor them. Here is the chance for special interests common to any group to find expression. The interest of the individual in the school as a whole may often be retained and developed by catering to his special interest in some club group. Every student should be induced to take up some club interest. It will serve to relieve the academic tension, to create sympathetic responses between pupils and teachers, and in many ways increase fellowship. Only in rare cases should pupils be left to direct their own interests. The feeling of responsibility for self is worthy, but the confidence that a more mature person is interested in the project is worth more.⁴⁶

The kind of clubs should be decided upon in faculty meeting, following petition by a specified number of students who wish to organize a particular kind of club. Then every pupil should have the chance to choose his group without being influenced in so doing. The club officers are to be elected in regular fashion, and all business carried on in regulation parliamentary style. From this procedure, as in the case of class and school organization, the pupil will have a chance to participate in an organized group politic meeting his responsibilities as a member of that group.⁴⁷

⁴⁴Inglis, A. "Principles of Secondary Education" Pages 654-659

⁴⁷Thomas-Tindall - Myers "Junior High School Life" Pages 110-118

Inter-Office Communication, all-branch letter and memo, 10-1-40

Subject: The above letter, dated 10-1-40, from the

above named branch, regarding the proposed

the proposed branch, regarding the proposed

There should be no more change of the

different interest to the above

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Equally important as the individual club is the combined club council. This superstructure might be compared to the guiding hand of a state legislature or Congress in matters of local concern. This club council is to direct the work of all clubs in a judicial, sympathetic manner. Its duties are largely supervisory. Meetings should occur at least once a month, at which club presidents may make their reports of accomplishments, discuss problems, materials and equipment needed, membership transfers, etc. The council should draw up a constitution of its own and allow individual clubs to use it as a model for theirs, thereby affording every pupil a chance to see and participate in its making.⁴⁸

Over the whole organization should be the faculty director - much in the same position as a supreme judicial counselor. This will create a single, responsible, adult head. The complete organization will appear something as follows:-⁴⁹

Faculty director

Council

Club President	Club Teacher
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Clubs

⁴⁸ Davis, C.O. "Junior High School Education" Pages 358-372

⁴⁹ Thomas-Tindall - Myers "Junior High School Life" Pages 110-118

⁴⁷ Lyman, R.L. "Washington Junior High School" Junior High School Practices Pages 54-60

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In a good sized school like the ones proposed in Quincy the following clubs might be profitably carried on - nature study, science, dramatic, glee, stamp, travel, radio, camera, mother craft and others. A club could well devote itself to the purchase of a moving picture machine and the showing of educational films. The mother-craft club might be subsidized by one of the local womens' clubs. Other clubs can be instituted and maintained with the help of outside interested individuals.

If there be any one and all inclusive function which should characterize the work of a junior high school it is that of guidance. Not alone of a vocational nature but of the whole range of the youth of 12 to 15's interests and instincts.

Van DenBurg says that the time is not far off when the studies of grades 7, 8, and 9 will be general mathematics, general natural science, general social science, general English, general foreign language, general arts (practical and fine) and general physical training.

The above idea has already become a part of the modern Junior High School policy. In Emma V. Thomas-Tisdale's school of Philadelphia this guidance function is fostered in every detail of the pupils' daily activities.

The physical guidance is conducted in two ways: 50

- I. By courses in physical education in the curricular
- II. By directed recreation

50 Thomas-Tindall - Myers "Junior High School Life" Pages 21-30

50 Brodie, Robert B. Junior High School Practices "Seward Park Junior High School" Pages 33-38

It seems to the writer that a guidance program in the junior high schools of Quincy could well begin in the same place. The following aids are suggested to each of the main efforts at physical guidance. 5/

I Curriculum courses

1. Directed gymnasium periods
2. Keeping of health chart by home room teacher consisting of:
 - (a) Weight records
 - (b) Height records
 - (c) Sight records
 - (d) Hearing records
 - (e) Daily cleanliness inspection
3. Keeping the home posted in information of the above sort, and definitely asking their cooperation and help in the responsibility.

II Directed recreation

1. All interscholastic and intra-mural games.
2. Out-of-door clubs such as hiking, skating, snowshoeing clubs, nature study and bird clubs. 5/

The matter of guidance in choice of curricula is the most perplexing of all. Many of the adult generations can testify that they did not decide what they wanted to do or be until long after the age of majority. How can we expect the boys and girls of 12 to 15 to do as much? Fortunately, there are being made definite steps to make it easier for boys and girls to find out earlier what they like, what they dislike, what they can do and what they can't do. The foregoing courses of study fulfill all necessary conditions for guidance in subjects.

Most plans consist of a vocational counselor, (too often an already overworked teacher with full time teaching load) and some literature or informational program. In Quincy there has never been

5/ Lyman, R.L. Junior High School Practices "Washington Junior High School" Pages 48-50

5/ Thomas-Tindall - Myers-Pages 21-30

any intelligent attempt to provide either.

Eighth grade pupils have been presented with an eight page folder of information regarding the six different courses offered in the high school. A foreword and "after word" by the high school principal and a list of the various constants and electives available in each course and year is the total information in the booklet.

Theoretically, the Superintendent visits each eighth grade group a month before February and June graduations and explains the different courses, professions, trades, etc. Actually, this task has usually been passed on to severall grammar masters to attend to, and often by the masters in turn to their very efficient woman assistants, who already are carrying a full teaching load and trying to keep clerical details up to date, and graduation plans progressing. In short, guidance in choice of subjects is a farce in Quincy as in many places larger and smaller.

Such cities as Detroit and Boston have well established programs for guidance and follow-up work, although the writer was unable to find as much actual definite planning in the Boston scheme as in the Detroit system.

The following plan is suggested as a suitable means of helping a pupil in his subject choices.

The real process of getting information on its way is through the parent. A difficulty to be encountered in many Quincy homes will be a non-English speaking mother and father. In the Willard

any further action to be taken.

It is noted that the above mentioned items are

being held in the office of the District Officer.

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district it would almost seem practical to have an Italian address the parents on the subject in their native tongue.

First then of all should come the education of the parent through Parent-Teacher Associations, Home and School Clubs, literature and talks. 52

Second, I would have the Junior High School principal of each district address all sixth grade children who were coming to his school at least two months before the end of the elementary course. He can explain the Junior High School to them and even devote a half day to an open house, showing them the different types of work done in his building. 52

Third, during the three year junior high school course, I should aim to have each pupil hear at least 25 prominent men and women from leading trades, professions and different types of work talk on the nature of their occupation, its demands as to time for preparation, nature of the work, possibilities of promotion, its advantages and disadvantages. 52

Fourth, a definite course in "occupational" or vocational civics will be a part of the curriculum, to take at least a half year of the time allotted to social sciences. The content of this course would be a detailed prospectus of half a hundred leading occupations, after the manner of the Boston plan. 52

Not that this study would actually make the pupil decide easily for himself but to teach the dignity and necessity of all kinds of

52 Thomas-Tindall - Myers "Junior High School Life" Pages 75-85

52 Pechstein, L.A. - MacGregor, A.J. "Psychology of Junior High School Pupils" Pages 233-245

occupation.

Fifth, the entire curricula as before suggested will constitute a "try out" period for each individual boy and girl. Transfer from one course to another will be made as easy as possible without loss of credit.⁵³

Sixth, the library will have on file and disseminate in class rooms and keep posted on bulletin boards every scrap of literature, pictures and illustrations of the different kinds of professions and industries.⁵³

Seventh, and at the head of the system, a vocational counselor for the whole city whose work it shall be to consult with individual cases of pupils and parents; coordinate and direct the work of each building counselor:(the latter to be a teacher withat least half her time to devote to guidance): provide leterature, exhibits and material to help pupils decide what courses and line of work they shall follow; and lastly, conduct follow up work of pupils who leave school to go to work.(unless they go to Continuation School where they will be followed by that School). A part of the work of this department will be to place boys and girls who desire work, whether they have completed school or not, as long as they are over 16 and beyond the control of the Continuation School. In this connection, this office will in reality be a clearing house for juvenile employment, part time and full time.⁵³

Eighth, in the case of pupils who it is certain are going to

⁵³ Thomas-Tindall - Myers "Junior High School Life" Pages 75-83

⁵³ Lyman, R.L. Junior High School Practices "The Holmes Junior High School" Pages 141-145

leave school, or have already left, the vocational counselor for the city, or the building vocational counselor will by private conference inform the boy or girl concerning all the details of free public evening school courses, extension courses, State-aided courses, correspondence school opportunities, home study plans, etc. In other words, the school never will let go entirely of the juvenile who has been a pupil in the city of Quincy. I would even suggest that this same department conduct a five year follow-up work for every graduate of the senior high school.

I have tried to show that the Junior High School's of Quincy as organized above will be primarily social institutions, that the opportunities for making good young citizens inside and outside the class room are innumerable. It is not necessary for such training to be a burden on pupil, teacher, parent or taxpayer. In the happy blend of the various channels suggested we may hope to turn out young people who are not only qualified for material success, but can take an active and intelligent part in the great human society of which they will soon be the leading factor.

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Department of the Interior, Bureau of Land Management, Washington, D.C. 20250

Dear Sir: This letter is in response to your letter of 10/1/54 regarding the proposed acquisition of the 100-acre tract in the 1000 block of 10th Street, N.W., Washington, D.C.

The proposed acquisition of this tract is being considered by the Bureau of Land Management as part of the program to acquire land for the establishment of a new national monument.

The proposed acquisition of this tract is being considered by the Bureau of Land Management as part of the program to acquire land for the establishment of a new national monument.

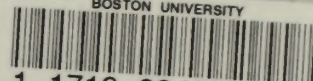
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